

# THE LIBRARY AND THE MUSEUM

## Public Libraries

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No. 1

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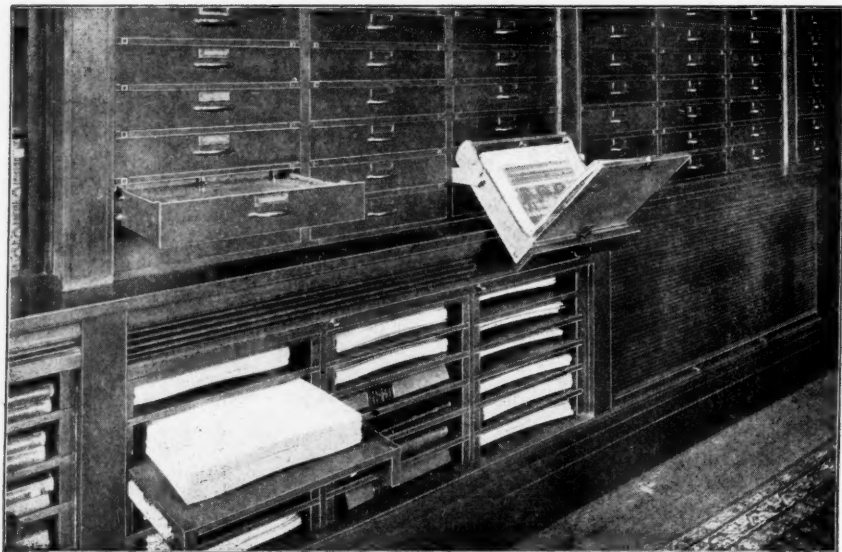
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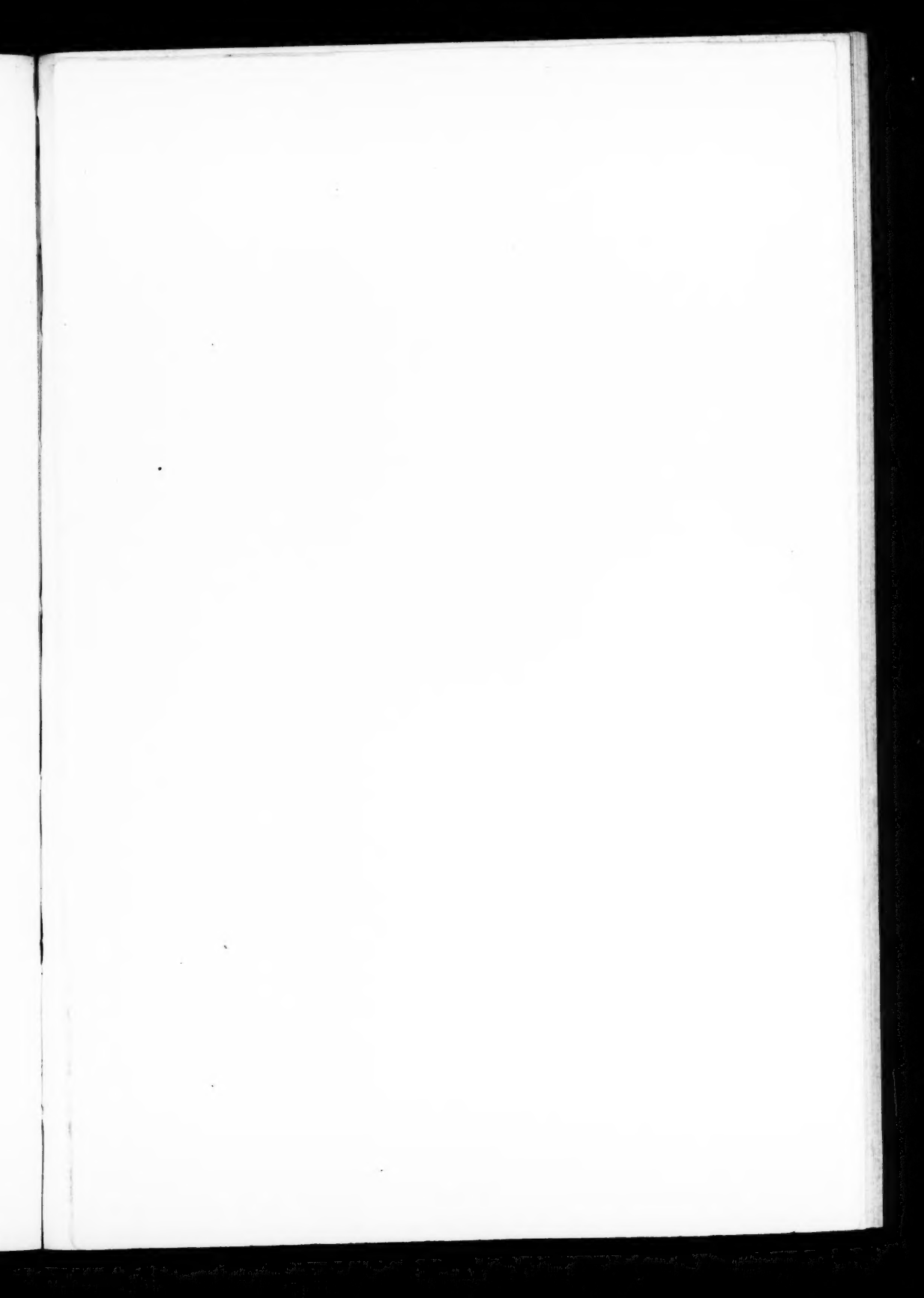
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# Public Libraries

(MONTHLY)

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## The Union of Library and Museum\*

W. J. Conklin, M. D., president Dayton Public library and museum, Dayton, Ohio

There is, so far as I know, but one city in Ohio, and few anywhere, in which a systematic effort has been made to combine under one management the public library and museum. This statement would indicate that the advantages which are claimed for such union are either grossly exaggerated by scientists or are culpably ignored by library officials.

The library *geist*, imbibing the tendencies of this age of expansion, has so widened and broadened as to bring within its scope all modern educational forces. In recognition of this truth, many of the later library buildings, notably the Carnegie buildings, make provision for lecture courses, arts and crafts work, museums and galleries, as well as for the storage and distribution of books.

The word museum literally means a home or haunt of the muses, and, in its broadest sense, is properly applied to any place dedicated to learning, music, the liberal arts, or science. On the Continent the name still largely retains its original signification, and is given to collections of the most diverse character, but in England and in this country it is rarely applied to libraries, picture galleries, and conservatories, though objects portraying the historic development of art, literature,

and music, form important departments. Notwithstanding this limitation, the scope of the modern museum is a broad one—almost as broad as human knowledge itself.

The modern museum is not a mere storehouse of freaks and curios, however wonderful and unique, nor is it, to use the words of the lamented Brown Goode, a "cemetery of bric-a-brac," but is a "houseful of ideas arranged with the strictest attention to system." Its object is twofold:

- 1 The collection and preservation of natural and artificial objects of all kinds, not excluding books, properly labeled, scientifically classified and arranged to illustrate one or all departments of knowledge.

- 2 The utilization of these objects for the education of the young and the culture and enlightenment of the people.

While the museum provides good moral amusement for an idle hour, and in so doing is amply worth its cost to any community, this is not its chief function. Its central idea is to instruct, not to amuse; to inspire a thirst for knowing, and, at the same time, to provide the draughts of knowledge with which to quench that thirst. The distinctive feature, then, is unmistakably that of an educational institution, and unless this is kept in the foreground it will soon degenerate to the level of the "dime museum," with its two-headed and three-legged monstrosities, or, at best, will only realize the idea of the

\*An address before the Ohio Library Association, Oct. 1, 1902.

boy who likened a museum of natural history to a dead circus.

The museum idea has rooted slowly in American soil. In Europe, even in far-off Siberia, nearly every village has its collection of art or science, which is an unfailing and profitable attraction to tourists. The money value of such collections may be judged from the unchallenged statement that the Venus of Milo alone has attracted more wealth to Paris than the Queen of Sheba laid at the feet of King Solomon. However, within recent decades a very decided impetus has been given to museum organization in the United States, an impetus which may be traced directly to the Centennial and Columbian expositions. These expositions, which first demonstrated the inspiration and instruction that come from great, though temporary, industrial museums, mark important epochs in the intellectual life of our nation. Their influence in the spreading of useful knowledge among the people, and in the development of art-taste and culture, is simply incalculable, and, fortunately, their good deeds live after them.

Museums classified from the nature of their contents vary greatly, but, ignoring minor or special subdivisions, it will best serve our purpose tonight to divide them into two general classes:

1 Museums for original investigation; and,

2 Those for popular instruction, or educational museums.

The dividing line between them is not sharply drawn. In many, perhaps in most larger institutions, the double function of research and teaching is subserved, but the aims and methods of the two are different. The one appeals chiefly to the specialist or scientist; the other, to the visitor or amateur, young or old, who is interested in the progress of science, or who wishes to learn something of his environment or of the larger world beyond. The educational museum, which alone concerns us now, is really an epitome of many kinds of special museums. Its policy of illustrating every group of

objects with type specimens, and its use of descriptive labels and cross-references to the books in the library which treat on the same subjects, makes it, in very truth, an illustrated encyclopedia of carefully culled facts. Besides, there are, in many instances, displayed along with the object, artistic reproductions of natural environments, illustrations of protective resemblances, modes of life, friends and foes, and life-histories which are attractive and instructive, excellent examples of which may be seen in the National museum (Wash.) in the Peabody (Harvard), and in the Carnegie library in Pittsburgh.

The educational museum is primarily a local institution. It gives special attention to displaying the local fauna and flora, living and extinct; to the geological formations and fossils found in the neighborhood; to the antiquities which reveal the early history of the locality in which it is placed, as well as to the archæological remains which tell the pathetic story of prehistoric man.

In this connection it will be pertinent to mention a deplorable condition of affairs in our own state, due largely to the lack of local museums. It is well known that Ohio is unusually rich in archæological remains, and for years has been the common foraging ground for collectors from every part of the country. As a result, many of the mounds, forts, and other landmarks which connect the present with the prehistoric past have been destroyed, and their contents appropriated by the museums of other states. Gen. Brinkerhoff, in a public address in 1885, made the statement that there were better collections of ancient Ohio relics in London and Paris than in any of our state institutions. Until very recently some of the most valuable hunting grounds, such as those in Adams and Clermont counties, were controlled by the Peabody, of Harvard university, and other extramural institutions.

We stood idly by while others gath-

ered in this valuable historical material. It is plainly the duty of the local museum, not only to look after the preservation of these landmarks, but also to retain their contents at home. In this way these relics—the priceless heirlooms of an extinct race—are not only preserved, but they are preserved at the place where they have special significance.

The educational museum is, in short, the people's college. Ruskin classes it among the agencies for higher education. But while it is true that the needs of the learned or professional man are not ignored, it especially addresses itself to the mechanic and shopman, to the clerk and saleswoman, whose opportunities for mental improvement are necessarily limited. To the wage-earner, whose excursions rarely reach beyond the narrow horizon which bounds his own home, an afternoon spent with wife and children in wards filled with characteristic exhibits from every time, clime, and people, carries with it something of the mental exhilaration and growth which come from travel in foreign lands. In this way it brightens and broadens the lives of the common people, and whatever does this makes for public happiness and virtue.

Such in rough outline is the kind of museum which belongs to the library, and the filling in of the details will bring into relief the important fact that the mission of these great educational forces runs in parallel lines.

Some years ago Thomas Greenwood, the author of a work on Free Public Libraries, expressed the opinion that in the larger cities the museum and library should coöperate, and be the principal agencies for the enlightenment of the people. Prof. Goode maintained that the proximity of a library was not only essential to the highest usefulness of a museum, but that in turn the museum benefited the library through its power to stimulate interest in books. "If the library is established primarily for educational purposes," says Prof. Morse, "surely the museum should come in the same category."

While the library contains the books of men which speak to us from the printed page, the museum contains the books of nature in which are recorded the lessons which are in running brooks and the sermons which are in stones. It is to the library what the illustration is to the book. In a liberal sense it is an illustrated library. The museum also reaches a larger number of people than the library, and reaches them at an earlier age. With special force it appeals to that period of child life in which the impulse to smash its toys, to find "the go" in them, is irresistible, and which is the period of greatest activity both of brain and hands. And, moreover, this appeal is made directly to that sense through which impressions are most quickly and easily received. An object, properly classified and labeled, catches the eye at once and quickly tells a story which would require pages of description.

To profit from the library requires, in addition to a certain amount of education, mental determination and physical effort on the part of the patron. He must voluntarily will to know, and then seek the information in books. The museum, on the contrary, takes him, though uneducated and mentally lazy, and engaging his attention with bright colors, grotesque forms, catchy exhibits, and explanatory labels attached, oftentimes to familiar, but not understood objects, leads him by insensible steps to the library and the study of books.

The museum is an invaluable adjunct to the library in its school work. The comparative value of the two will depend largely upon one's idea of education. Those who subscribe to the doctrine, yet too popular in certain quarters, that the mental discipline acquired by the study of the ancient classics and of mathematics is the chief end of education, will hold the museum lightly. We are not in sympathy with those who, at the close of a century which has illumined every department of thought with learning and genius,

still blindly cling to the cloister methods of a musty past. In such a scheme of education there is no place for a museum.

There was a time when the world looked backward for its literature, its art, its oratory, and philosophy. That time is gone. "The great productions of Athenian and Roman genius," writes Lord Macaulay, "are indeed still what they were. Though their positive value is unchanged, their relative value has been constantly falling. They were the intellectual all of our ancestors. They are but a part of our treasures." The birth of the natural sciences has revolutionized our ideas of education and our modes of teaching. However, it is not a question of antagonism between the classics and science, nor is it a question of forcing one or the other from the school curriculum. It simply means a rearranging of the course of study so as to accord to each the time and importance commensurate with its educational value.

The consensus of opinion among advanced educators undoubtedly is, that science studies preëminently train the mind in the whole art of thinking, and at the same time furnish the most pleasant and useful knowledge acquired in our school days. They open to the student a new world, of whose existence he has had only the faintest conception. They teach him that there is a meaning and a value to everything, however small. The stones, the tiniest vegetable parasite and the humblest creature that crosses his path are not so commonplace or so repulsive as he once thought. They bring him into closer and more intelligent communion with nature, and enable him to grasp something of the marvelous and varied life-processes forever at work about him. Finally, they tell him something of himself, the greatest of all mysteries, and of his place in the divine scheme of creation. Is it fair to compare such knowledge with a flippant acquaintance with Latin gerunds, Greek particles, and heathen philosophy?

"Far better 50 years of Europe than a cycle of Cathay."

Such a scheme of education does need a museum.

Geology, botany, mineralogy, biology, in fact the whole range of scientific subjects from which comes much of our best knowledge, cannot be taught efficiently without illustrative collections. It is not necessary to point out in detail the manner in which the varied units of a museum can be utilized in classroom work. Permit me, however, briefly to call attention to the exhibit in botany, which is probably the best of the sciences for use in the lower grades, and which, as a rule, does not receive proper recognition in the public schools.

The specimens for study are easily obtained, need no expensive apparatus for preparation, and offer an unlimited variety of graceful forms and bright colors, the analyzing and classifying of which give a mental discipline of the very best kind. As a science, it is simple enough to meet the requirements of the primary schools, and broad enough to afford methodical discipline through all the years of the high school. In the museum are found, elegantly mounted, and marked with their technical and common names, the leaves, seed, and bloom of every native tree, together with the wild flowers and shrubs indigenous to the locality. Can such collections be other than an inspiration to a class which visits them under the wise leadership of its teacher, or to the lover of botany in or out of school?

I am, however, reminded that no one questions the value of the museum for illustrating those studies which deal with natural phenomena. But the value of object-teaching is by no means limited to these branches. In fact, there is no subject taught in our schools that cannot be elucidated, in some degree, by the collections found in an ordinary museum. Take, for example, history, the teaching of which, at first glance, little needs or admits of its help. By history we do not mean the "drum and trumpet" kind, which interests itself mostly with the pitiful record of "man's inhumanity to man," or the exploitation of the intrigues of kings and court-

iers, but that history which reveals the inner life of the people, and which traces the moral, intellectual, and industrial growth of the nation from its rudest beginnings to its latest triumphs.

Is there no history concealed in the stone and flint implements, ornaments, ceremonials, and roughly molded pottery of the mound-builders, the first dwellers on American soil? Does the rock-hewn house perched on some almost inaccessible height, with its crude utensils and implements and mummies, excite no curiosity or enthusiasm in the boy or girl to whom is told the story of the cliff-dwellers, who toiled and loved and died as we do now? Surely no inconsiderable fund of historical knowledge can be gleaned from the costumes, armor, weapons of war and chase, domestic utensils and agricultural implements, money, postal exhibits, models of sea and river craft, vehicles, and modes of transportation, and the many other museum objects which portray man's painful struggle from barbarism to civilization. Where would you seek for a better index to the mental activity and growth of our own nation than in that great industrial museum at Washington—the Patent Office?

No one needs to be reminded of the splendid results which have followed the sending of portable libraries into the grade schools, but let me suggest the entire feasibility of the same practice with selected exhibits from the museum. If these are chosen with a view of supplementing or illustrating the subject-matter of the accompanying books, the teaching value of both will be greatly enhanced. In explanation, let us assume that one of the volumes treats of the silk industry, and along with it there goes into the schoolroom a cabinet in which is portrayed the life history of the Chinese *Bombyx* or of the American *Polyphemus*. It contains prepared specimens of the egg, larva, cocoon, chrysalis, and moth. The split cocoon shows the arrangement of the fibers in the outer or "floss" region, the

unreeling of the continuous thread which forms the inner case, and, finally, there is displayed the several stages of the manufacture of the fiber into spool-thread and fabric.

Does a librarian need to be told of the enthusiasm and consuming curiosity with which the average boy or girl will search the shelves for the books listed as part of the exhibit.

The idea of a circulating school museum is not new. It was successfully tried in Liverpool in 1885, and the great National museum at South Kensington has long sent, on request, exhibition collections to local schools of science and art, to corporation museums, and to the free libraries of England.

But time forbids our pursuing this phase of the subject. Object-teaching will be used more extensively in the future than in the past. The senseless verbal text-book method, in vogue when you and I were young, is fast being abandoned and object-teaching substituted. The kindergarten, manual training school, school of technology, and museum, all of which are yet in swaddling clothes, stand undoubtedly for the educational system of the new century, and will eventually remove the sting from the criticism of the elder Agassiz: "The pupil studies nature in the schoolroom, and when he goes out of doors he cannot find her." The museum, as the great exponent of object-teaching, is in closest touch with this newer education. An advanced twentieth-century schoolroom, with its models, charts, relief-maps, photographing outfit, magic lanterns, laboratories, and mechanical appliances, will more closely resemble an embryotic museum than the conventional schoolroom of yesterday.

The "regular education system" used at the famous Yorkshire academy, Dotheboy's hall, was, perchance, the foreshadowing of the practical methods of the present. Schoolmaster Squeers explains to his new assistant the hoe-handle plan of studying "bottinney; B-o-t, bot, t-i-n, tin, bottin, n-e-y, ney,



bottinney, noun substantive, a knowledge of plants. 'When a boy has learned that bottinney means a knowledge of plants he goes and knows 'em. That's our system, Nickleby!'"

The museum is a powerful ally of the school and library, through its power to cultivate the habit of accurate observation. According to a distinguished writer, the errors of life come less from illogical reasoning than from inaccurate seeing and careless hearing. The training of the mind to habits of correct observation, and to use accurately and quickly the results of such observation, is assuredly one of the chief aims of education, and one in the attainment of which the old-fashioned text-book system of instruction is a notable failure. "Not only are men trained," says Huxley, "in mere book-work ignorant of what observation means, but the habit of learning from books alone begets a disgust of observation. The book-learned student will rather trust to what he sees in a book than to the witness of his own eyes." It is generally admitted by practical educators that the training which comes from science study and the methods of the museum puts a keener edge on the observing faculties than that which comes from other studies. Its methods cultivate the art of comparing, of perceiving subtle differences and likenesses, of judging between the true and false, and of recognizing the relationships of apparently very dissimilar objects.

Just here I would speak a kindly word for the habit of collecting, a habit fostered by the museum and valuable alike to young and old. This passion often runs to the wildest of absurdities, but one cannot build up a collection of anything, from postage stamps or battle-field canes to mastodons, without materially extending his range of information. It encourages the formation of habits of neatness, order, and accuracy; it awakens curiosity and leads to the reading of books to appease that curiosity; it adds zest to outings, offers constant surprises, and initiates into the delight of discovery, a delight

which never palls. A few fossils dug out of the neighboring quarry, and carried home for examination and study, will give a boy a better grounding in geology than can possibly come from a hurried examination of the palaeontological wealth of the National museum. Moreover, as suggested by Prof. Jevons, the boy who has thus collected and mastered a few fossils will, on gaining access to larger collections, naturally seek out those with which he is already familiar, and will be amazed at the variety and beauty of the specimens displayed. In this way he is incited to renewed industry, and the foundation of a scientific education is laid.

The passion for collecting knows no age, sex, or condition in life. It is said that the really enthusiastic collector never gets beyond boyhood or girlhood. The most successful ones we have ever known have been the busiest of men, and they were better doctors, better lawyers, better preachers, better librarians, yea, better men and women, on account of it. Thinking of and practicing nothing but the vocation, however ennobling, by which one digs out his daily bread, necessarily leads into a rut which deepens but rarely widens. I am aware that many will consider it rank heresy to preach such doctrine. *Ne sutor ultra crepidam* has long been used to frighten back into the beaten highway those who would turn their hobby-horses into one of the pleasant by-paths of knowledge. In the lexicons of many people crank and collector are synonymous terms. An entomologist, especially, is credited with having a bigger "bee in his bonnet" than was ever caught in his net. Many will cite you, with ominous shrugs of the shoulder, to the man in the *Spectator* who had two wives, one young and one old. The young wife pulled out his gray hairs to make him look young, the old wife pulled out his black hairs to make him look old; between the two he was badly plucked. And so it may be with the man who has a hobby, if he foolishly permits the hobby, instead of himself, to get into the saddle.

### The Beginning of Museum Work in Libraries

Edwin White Gaillard, Webster Free library,  
New York.

Some years ago my attention was drawn to the help that some things which were displayed in the library on a picture bulletin board were to a class from a public school engaged in the study of those particular objects. When the pupils of that class were next given a composition to write, they came here and asked if we had any samples of coral, the thing which they were to describe. To my regret there were no specimens of it in the library. From the usual sources I found that a person who depended upon the printed page for a description of coral would have a most erroneous idea of that curious being. The teacher of that class was asked to postpone the composition for a week. In the meantime there was made a small collection of corals, photographs of coral rocks and formations, and a little, living specimen. When the class came back for their work, in addition to books and magazine articles, they found the real thing. This kind of work grew until it became a department of the library. It is called the department of practical illustration.

Gradually it became impressed upon my mind that books are sometimes very unsatisfactory, and at times wholly inadequate to convey ideas. Thereupon, in this library was started the idea of illustrating books with the things about which the books are written. It seems very easy to make such a statement, but it is a plan which can really be carried out, to a certain extent. In the first place, let it be clearly understood that I do not at present propose to have attached to every branch library a full working museum of art and natural history. No; but I do propose that in every library and in every branch library some attempt should be made to gather small but typical collections of things which broadly illustrate the department of natural science, and perhaps the useful arts.

In almost every town the local librarian knows persons who collect all kinds of things. I recommend that these collectors be interested and enlisted in this work. In the first place, no librarian knows enough to be a curator of a natural-history museum. Perhaps some librarians think they know enough, but when they endeavor to classify a mixed collection of minerals, insects, birds' eggs, woods, and coins, it is possible that they may be willing to change their minds and ask advice.

In a general way we began by collecting everything in sight, by taking whatever was offered, and by begging things which were not. The "things" include a varied assortment, from large models of West Indian houses (with the housewife at the tub and the washing on the line) to Chinese coins. In time, however, we have gathered enough of some classes of articles to make useful collections. Where it is possible, these collections are arranged on the bookshelves next to the books which they illustrate. For protection against dust, it is our usual custom to screw plates of glass over the cases. To enlarge and carry out this most interesting plan, it is now proposed to build an addition to the library, which, it is expected, will be entirely devoted to books, and objects which illustrate the books. This new room or story will probably be arranged in the D. C. order. At present this library has enough specimens, begged, borrowed, presented, and purchased, for them to be dignified by the name of collections, as follows: Birds' nests and eggs; coins; college flags; butterflies, and other insects; prehistoric American implements; minerals, metals, ores, rocks, soils, and fossils; reptiles (in jars); physical apparatus; maps, charts, photographs, and prints; corals; shells; anatomical models and charts; plaster casts, ornament and statuary; cotton; silk; seeds and roots; a tellurian, orrery and globe.

The collections have been made at comparatively slight expense, though sometimes with attendant difficulties.

I had a collection made of the bark, wood, leaf, root, and seed of the principal trees of this state, with photographs of the trees. The man who did the work, unfortunately, died in the insane asylum. His heirs thought his collection a part of his mental trouble, and destroyed it. Thus to the library was lost a valuable set of illustrations for the various books on the trees of the northern states.

If the library confined itself to collecting and placing behind glass various objects, it would be a source of sorrow to me. I regret to say that is what most of the museums are doing. As well turn the key on the books themselves. When books can be replaced, a wise librarian exerts his efforts to have them used until worn out. My joy is to see great piles of wornout and discarded books. The same is true of specimens. When it is possible to replace specimens at reasonable cost, or with only reasonable trouble, we are glad to lend them when and where they may be of use. So far this lending of specimens has been mainly to the teachers of the public schools for use in their classrooms. They send here for everything, from a prism to a set of Colonial flags; from cocoanuts to sugarcane, which the pupils are allowed to eat. The flags seemed to be a stumbling block, but the class agreed to make them if the library would provide the material. They have been used a number of times in school celebrations. The loaning of specimens is not confined to schools. Any person who needs such matter as a help to reading may borrow it if we have it to lend. With the minerals it has been necessary to divide the sets. One set is kept on the reference shelves, and the duplicates are put aside for circulation.

The aim of this library is to make fairly typical collections of objects to illustrate the study of natural history and science, as follows: Mathematics, astronomy, maps, navigation, mechanics, machines, liquids, heat, light, sound, electricity, chemistry, crystallography, mineralogy, rocks, ores, metals,

stones, fossils, prehistoric archæology, botany, invertebrates, fish, reptiles, birds.

Before such a series of collections are even partially made, I have hopes that the life history of many manufactured articles may be shown. For example, the history of a piece of coal is to be illustrated with specimens of its derivatives and photographs of methods. A collection of silk, from the worm to the roll; of cotton, from the seed to the spool; the needle, from the wire to the finished article; a pen, from sheet-steel to the box; chocolate, from the nut to the cake, etc., have been made, and are used from time to time. Next summer I intend to have prepared cases which will contain our friends, the mosquitoes, in their different life phases. As soon as possible there will be exhibited the cylinder and steam-box of a steam engine, and a dynamo, both cut into such sections as will show how and why they work as they do.

Persons have asked me how far I would carry this plan of extra illustration. I can only answer, As far as is feasible. At present I would draw the line at 822. The drama could not be attempted. And that raises a question. If the state is willing to pay for the circulation of classic plays, it seems reasonable to suggest that such plays be subsidized. The city of New York has paid its public libraries about six or eight cents for the circulation of bound volumes of the drama, whether the volume in question contained one or more plays. It is a far cry from museum and library work to the stage, but by this route it seems an easy jump. Seriously, however, I would have posters of standard plays on the library bulletin board.

That most museum people will ridicule the idea of circulating specimens is sadly true. Museums are not as progressive as libraries; some are not even cataloged. In Brooklyn and in Buffalo, I am glad to state, the museums have started experiments along the line suggested. In this day and generation I hope that there are no librarians who will question the value and efficacy of



a reference and circulating museum adjunct to the public library. An eminent librarian once said that it was a waste of time to argue as to whether or not a community was justified in taxing itself for the support of public libraries. He said that one might refuse to discuss the subject on the same ground which one would use if public schools were in question. The value of the museum is admitted as freely as that of the library or the school. The advantages of supplementing the library with a museum department, and no less the museum with an open-shelf library department, seems to me to be too manifest to admit of discussion.

I once tried to distinguish between a photograph of some lumps of sugar and one of a pile of paving stones. To this day I am unable to decide which is which. I have seen country libraries with much vaunted, but very dreadful, lithographs of flowers on a so-called "Flower bulletin," while the flowers themselves were in full bloom in the open field next door. I saw once a black and white print of a violet shown in a classroom. It was undoubtedly a beautiful print. When shown a real violet the boys refused to believe it was a violet, because the one in the print was black. No, books do not always satisfy, and pictures do not always illustrate. Where possible, I would have every library start this work of extra illustration. Start where you will, the work will be ever with you, and the end will not come until you reach the grave. The path along the entire way will be delightfully absorbing.

Few people know that an entire pavilion of the Library of Congress in Washington is devoted to books printed specially for the blind, and that daily it is open to their use; and, moreover, that many special lectures and readings by famous authors are given there for the blind. This interesting "government philanthropy" is described in the January Scribner's.

### A Side Light on the Museum Department of a Library

Eva L. Boggan, Webster Free library, New York

When I first went to the Webster library I was very much interested to see various plaster casts representing the implements used in the stone-age, and other casts representing the fine arts, decorating the walls.

There were casts of gargoyles that caused some hilarity to the small East Side boy, until it was explained to him that by and by, when he grew older, he would read about them in Victor Hugo's *Notre Dame*.

That these articles were not only ornamental, was explained to me the day that a class of girls from one of the public schools came to the library to write a composition on Thorwaldsen's *Lion of Lucerne*.

There was noted on a slip of paper, which was glued to the cast, the class, book, and page relating to the sculptor and the lion. All I had to do was to take the books from the shelves, put slips of paper in each book, place them, with the cast of the lion, on a table in the reference room, and those girls had before them material for excellent compositions, and some of them asked for books on French history that they might read more about the famous Swiss Guard.

A class of 30 girls are preparing themselves for teachers. A part of their training, after reading books on ornithology, is to construct the birds' nests, model the eggs in clay, and paint them the exact color of the real egg. They were greatly worried, as they only had one egg in school, and it was impossible to get the exact proportions and tints in the required time.

So they came to the library where they had gotten the bird books, and asked to use the eggs in the collection. After some hesitation, as the specimens, which consisted of the entire sets of eggs, the nests, and birds, had been obtained after considerable trouble, permission was given.

The class were ready for that recitation, and so pleased to know that their work was correct, and not an egg was crushed.

The same course is followed with the teachers.

They want the children to see how nuts grow in South America, for example, the ones called "butternuts," and send to the librarian. He takes from the South American collection two large black balls, the size of a croquet ball. One is whole, the other sawed in half, showing how wonderfully well nature economizes space, for there are the flat black nuts all arranged in the oddest way, and when once taken out it is like a Chinese puzzle to put them in.

There are so many things in that library besides books, and yet they are all things described in books that are there.

And all the real things go to the schools that the children may see them, and it is the very best way to impress things on young, as well as older minds.

The special object of my visit to a school one day was to see if the principal would like to have a bulletin board, with notices of all the new books that were added to the library, that her teachers might know what was to be had.

She said: No, I do not want any books; we have all we need for ourselves and the children, and I am no believer in libraries anyway.

I told her about the things we were doing in the library, and as we talked I saw some plants in the window, and remarked that the rubber plant was a very beautiful one, and mentioned that the one in our Bermuda collection did not look so well.

That led to a discussion on the care of plants, and then of those that are to be found on the Bermuda Islands.

I told her that she could see a number of the island plants at the library, as it had collected an exhibit showing the coralline formation of the islands, and also the bird and plant life to be found there, and that the children were

using the things to illustrate compositions on the Bermudas.

She asked a number of questions, and the result was that she said: It isn't any library anyway. I have belonged to ever so many in New York, and you only get books from them, and half the time not even those.

She sent word that she would like to have the bulletin board, and was going to send her teachers down to see what kind of place that library was.

### Analyticals for Garnett's Universal Anthology Desired

Will not some one analyze this set, and so make it as available as the Warner library of the world's best literature?

Our Warner set has been used to such an extent that one volume has had to be rebound, and others are very much soiled, while not a single volume of the Garnett has been taken off the shelves. We know that this condition is due to the analyticals, because members' call slips are made out as though for separate works. As we have no book numbers, it is necessary for members to call by author and title. The pages have learned to recognize these calls, and look in the Warner library at once instead of referring to the catalog for fuller information.

In many instances the only example of an author's work which we have available in the library is to be found in this set. ST LOUIS PUBLIC LIBRARY.

The best advice to a cataloger is to cast aside prejudice as much as possible and to consider fairly new developments in his subject, especially when these are largely the result of the experience of catalogers in such libraries as the Library of Congress, and others. Be willing to change your rules, even at the expense of inconsistency, if something better can be found. A catalog should be judged by its usefulness to the public, and not by its beauty nor its consistency, if these conflict with its usefulness—*Alice B. Kroeger.*

## The Link Between Library and Museum

Anderson H. Hopkins, assistant librarian John  
Crerar library, Chicago

It is gratifying to note the rapid growth of interest among library workers on the subject of museums and their administration in connection with libraries and schools. It seems to me one among the most hopeful signs in the educational phenomena of the times. It is directly in line with that movement which we have fallen into the habit of calling the new education. Generally speaking, this is a movement away from the old training merely by the book that held the ground so long. It is a movement to put the pupil in his studies into close touch with the things themselves which he is studying, instead of confining him to the shadows of these things found within the books written about them. Such a movement carried to its limits means travel—much travel—expensive travel. Viewed in this light, the book is seen to be a device to avoid the necessity for expensive travel in acquiring an education; but as an instrument, it is now held to be below the level of efficiency required.

Transportation systems are yet too little developed to permit the requisite travel necessary to supplement the book, and the need of an effective device to fill the want is becoming imperative. The museum is this device, and it is nearing the period of its development, just as the school, and then the library, have, in turn, taken their places in the rank of organized institutions. It is true that the mechanism of that educational institution, abstractly called the library, is very crude. That of the similarly abstract school is far more fully developed, but even it is yet capable of much refinement. The like mechanism of the abstract museum is yet to come into existence, and the interest of which I spoke in the beginning may do much to bring it forth.

The museum is an orderly arrangement, for convenience, of the known materials of the physical universe. The

library is an orderly arrangement, for convenience, of the records man has made about the universe. The school is an engine for the economic use of these other two mechanisms for educational purposes. It goes without saying, of course, that the three should work together. The question, then, is, how? How is the thing to be done?

Now, although I am possessed of a theory as to how this coöperation between schools and the other two agents named is to be brought about, I am not concerned here and now to give it. The subject immediately under consideration is the coöperation of libraries and museums.

These two educational instruments, the library and the museum, do not merely possess a number of points of contact which gives them a superficial likeness. Their likeness goes much deeper. They are, in fact, two embodiments of the same thing; two forms under which the same content is expressed. In practice it has been found that classification is so effective an administrative device in both library and museum, that it is commonly held to be necessary to their institutional existence. To this belief I am inclined to subscribe, at present, but must point out in the same breath that, no matter how useful a purpose it may have served, the thing commonly called classification in libraries and museums, just now, is not the thing I mean when I say that it is necessary.

The agent that is, or is becoming, necessary, and that will form the juncture between library and museum, is a classification—not of books, nor of other materials, for books are merely materials—but, of things. A classification of things, which, without being warped into a mere book classification, can be applied to books and other materials, and which will lend itself readily to a brief notation, indefinitely expansive, and, if possible, mnemonic in character. This classification properly applied in a subject-card catalog of both the library and the museum forms the link to bind them together effect-

ively and furnishes the device sought by the new education. Here is a huge task. How is it to be done?

That it needs to be done there is no gainsaying. The call for a solution of the problem is already becoming quite distinct, and a growing number of libraries and museums, which find themselves in unharmonious proximity, are calling for help which shall get them out of their uncomfortable situation. Until the solution is furnished them there are but the two alternatives, discord or disunion. The new education demands concord at least, if not union, and reason favors union. How shall the problem be solved?

The task is far beyond the powers of any individual. Its solution must be sought in a combination of individuals with special fitness, who have at hand the materials of libraries and museums, and who will submit themselves willingly to tactful guidance toward a practical solution of this problem. Such a combination can be found only in the universities, and, therefore, to the universities we must look for the solution.

The question is wide in its bearings. It is seen to be an educational problem, at once philosophical, administrative, and economic in its character. Its difficulties are neither few nor small, and it may be worth while, just here, to touch upon two or three of them.

The classification must cover the whole field of human knowledge, in philosophic fashion, and leave room everywhere for prospective advances, but in its philosophy it must not forget practicability.

The field of human knowledge is now honeycombed with classifications, devised by specialists in different departments of knowledge to meet their peculiar needs. Each has been made with little or no reference to those of other departments. These must be correlated.

The workers in these special fields are often so deeply interested in them that interest in others is largely excluded, and interest in the whole—especially from the practical side—is

scarcely thought of. Some of these specialists will have to be interested, so that their active coöperation on the practical side may be secured. Vital interest is necessary, apathy is deadly.

It appears that universities are widely separated in their opinions as to the best method of administering their collections of museum and library material. Generally speaking, they seem to be divided into two groups, one of which holds to the idea of centralization, at least so far as library matters go, and the other practices a distribution of its materials. At first blush one is inclined to ask the question: Which is right? But a little more careful consideration shows that the question is uncalled for. Both are seeking the same thing, and both are, in some measure, attaining the thing sought. The question then becomes: Which is the more efficient in proportion to expenditure? Here we meet a new feature, because the answer depends on the total amount of expenditure. If the amount expended is small, or only moderate, there can be no doubt the centralization plan is the more efficient; but if the expenditure be very great, the curve of efficiency for the distributive plan sweeps upward at a surprising rate. Such a plan is very costly to install, and expensive to operate; but the cost being set aside, the possible development and efficiency is great indeed. In such a plan, the central point becomes a scholarly business office, and the university itself is transformed into a working entity in which is seen, side by side, classroom, library, and museum, with laboratory included for each department as needed, and all in such immediate touch with the central office that through it may be obtained at once, by anyone, any needed bit of material. It is entirely feasible, but it is a very costly plan, and if it is not very costly it is sure to be very inefficient. In general, the cost of installation and of efficient operation for such a plan is prohibitive. If it were successfully accomplished, the necessary link would be formed with comparative ease to bind together the

two educational instruments under consideration, namely, the library and the museum. The path once broken, it would not be so difficult for others to follow.

But if this plan is too costly to be realized—and it may very well be—it is still to the universities that we must turn for the solution of our problem. There is no other agency in view that can attempt it with more than a forlorn hope of anything approaching complete success. The rather common plan—or lack of it—in colleges and universities maintaining a central library, but letting the museum split up according to chance and the strength of the man who gets the larger share, is not conducive to hope that help may be looked for from such sources. But there is still left the place where real centralization is being, or is to be, tried with both the library and the museum working upon a rational plan, and from it there is much that may be hoped and not too little expected.

### The Children's Room in the Smithsonian Institute

The Smithsonian institute has reprinted from the *St Nicholas* for September, 1901, a paper by A. B. Paine, on The children's room in the Smithsonian institute, in pamphlet form. The paper is also in the *Smithsonian report* for 1901, p. 553-60.

At first thought, a children's room in such an institution would seem an innovation not wisely chosen, and yet, as one reads the paper by Mr Paine he wonders why it was not done earlier, and why all museums do not follow the plans he describes. The room at the Smithsonian is the thought and work of Dr Langley, secretary of the institution, who awoke to the deprivation of the childish visitors because of the high cases, the scholarly arrangement, and the Latin names of the specimens. A pleasant room, bright and airy, but not large, was chosen for a collection for children specially, and with infinite care and thoughtfulness Dr

Langley has planned for their pleasure first and instruction afterwards. The ceiling is painted to represent a vine-clad arbor against the sky, with gay colored birds among the leaves. Soft, tinted walls give a background for many beautiful and curious things, and for low cases suited for children, which contain specimens calculated to excite wonder and admiration, and for pictures, prints, and water colors of birds, fish, and animals of many kinds. Birds from every part of the world are kept in cages; fishes and other animal life of both salt and fresh water are in low aquariums, while insects, shells, and mounted specimens of larger animal life fill the eyes and ears of the children with delight.

Every department in the institution is interested in this part of Dr Langley's work, and contribute gladly of their time and store to carry out his plans and purposes. The room is a thing of beauty, and, with its contents, a continual source of joy.

Mr Paine's article is beautifully illustrated with colored plates and black and white prints.

If so important an institution as the Smithsonian thinks it worth while to provide for the children, it surely should furnish a precedent for many another smaller institution of similar nature, to make some effort to render its contents more accessible and more valuable to a very important part of the community which it claims to serve. Museums are becoming more and more popular educational institutions and those that are not in the line of progress are missing a great chance for good work.

Are these they who must be kept in trade, though libraries shrink because of them?

Several of the retail book shops in New York, says the *Sun*, are noted for the literary equipment of their salesmen. The wife of a well-known writer went into one of these shops the other day and was met by a lofty youth who smiled at her reassuringly. "I want a copy of 'Childe Harold,'" she said, meekly. "Juvenile counter, second aisle to the left," directed the salesman, with a graceful move of his white hand.



## Public Libraries

(MONTHLY)

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$1 a year
Five copies to one library	- - - - -	\$4 a year
Single number	- - - - -	20 cents

PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume.

THE Library Bureau in Chicago has moved its offices to 156 Wabash av., where, in more attractive and larger quarters, librarians and their friends will be welcome at any time.

THE progress of the A. L. A. committee appointed to look after the interests of the libraries before the Publishers' association, is far from satisfactory. The letter of Mr Peoples to the Library journal in November says it would be useless to attempt to do anything in opposition to the board of directors of the A. P. A. That is rather a queer spirit to pervade a working committee. Did the A. L. A. committee expect the A. P. A. would quit business on their approach? And how close did the committee get, and what efforts did they make, to keep Mr Scribner and the others in the frame of mind they seemed to have at Magnolia? What has been done that has given rise to the rumors of cash rebates to large libraries? What publishers are giving rebates, and what libraries are receiving them? What is going on in book circles anyway?

THE recent sale at auction of a collection of several thousand good books, which had formed a Trades council library, is another strong proof that it takes more than a collection of books to make a library. Not pleased with the public library service, the association in question bought books, fitted up in a most comfortable way a library room, and invited the members to help themselves. The library didn't go after the first two months. It lacked the personal element, the systematic service, the intelligent interest, that form so large a share of the success of any library.

The same conditions are inducing atrophy in many public libraries, though it must be confessed, in a less degree than before the days of the library commission. Still there are localities handicapped in library affairs, by having in the librarian's place persons in no way fitted by nature, education, training, or age, to serve the full measure of usefulness due the public and the taxpayer. Among these are those from whose hearts the sunshine has gone, if, indeed, it ever shone there, whose educational advantages were limited by environment or seasonable desire, who are learning to do library work by "doing" the public, or who have reached an age where enthusiasm and dynamic personal force can no longer create in others the divine unrest which makes for the betterment of oneself, and others, too. Hasten the day when library trustees, and all others in authority, will demand at least equal equipment with that of the public school teacher, and will cheerfully pay the price which will make a full response possible.

AN interesting article on American wood-engraving, by C. H. Caffin, in the November issue of the International studio, is written with the current exhibition at Lenox library, New York, as the incentive. The series of prints by Timothy Cole, which has been such an admirable feature in the Century for so long, has revived an interest in the subject of wood-engraving in the minds of general readers, who will find pleasure in reading Mr Caffin's article. The following extract will express the feelings of many in regard to the art:

The practice of the art has been almost entirely discontinued, through the introduction of cheaper methods of reproduction, sufficiently good, perhaps, for the great mass of uncultivated patrons of the magazines, but representing a falling off from the high standards of a not distant past. The halftone print, even with manual finish supplied to the mechanically manufactured plate, is woefully lacking in finer qualities; the interposition of the screen, resulting in a general shrinkage of values, with consequent loss of vibrancy, and, as the case may be, of depth or delicacy. Even the more

expensive and relatively truer reproduction by photogravure produces a result that is mechanical, alongside the intimate personal feeling of the wood-engravings.

THE year 1902 in library work has been one of steady progress rather than one of any special note. Perhaps the most noteworthy line is that of Mr Carnegie's continued generosity toward public libraries, and the great event in that line being his gift of \$100,000 to the Publishing board of the A. L. A.

The attendance at the A. L. A. meeting in 1902 passed the one thousandth mark, but does not, by any means, insure the continuance of this number, since the locality and rates were large factors in the matter.

The fuller organization of the catalog department of the National library is worthy of note, and particularly its new code of catalog rules.

The Bodleian Tercentenary was an event of more than passing note.

The trend of the library commissions toward uplifting the standard of library work in various states was one of the good things of the year, while the record of new public libraries organized through their influence is most gratifying.

The situation, taken all in all, is one that is hopeful, for if there have been no large events to chronicle, there has been no diminution of that intelligent, steady, upward movement in the whole body of library workers that is an indication of good work well done.

THE report of the librarian of congress for the year ending June 30, 1902, indicates a long step ahead toward the advanced position the Library of congress is bound to take in the work of systematizing and correlating its forces, not only within the institution, but with the other library forces of the country.

The statistics of the report are unusually interesting, for statistics. The receipts of the copyright office exceed the expenses in actual cash, and also adds property to the value of many thousands of dollars.

The library service includes 289 em-

ployés—231 in the library proper and 58 in the copyright office. Nearly one-half of the force is composed of women, on salaries from \$360 to \$1400.

The library has added several specialists to its corps, especially in sciences, literature, and language. Two departments in particular to profit by addition of specialists are, the division of music and the division of manuscripts. The increase in force during the past two years has been in the catalog department, where the force has now reached a maximum. There is still some material in the library unclassified, but a nearly accurate count gives the number of books of all kinds, 799,497; of pamphlets, 314,614. These figures relate to the library only, and do not include the copyright files.

The report gives quite full accounts of what Mr Putnam says "must be deemed most vital to the general efficiency of the library—the reclassification and the catalog," and of a third undertaking, the distribution of the printed catalog cards, a "notable present service to other institutions." Nearly 81,300 books and pamphlets were classified during the year. The new scheme of classification now covers bibliography, the most of history, and a large portion of the sciences.

There were 65,498v. cataloged during the year, and 391,699 cards added to the three catalogs.

The preparation of lists on various topics, having to do mostly with current questions, shows a most valuable collection, though it is to be regretted that so few of them have been published.

Perhaps the most important special work now under consideration by the institution is the preparation of an Index to comparative legislation. It is proposed to cover the laws of the civilized world in this work, which, if carried out along the suggested lines, will be an undertaking as valuable as it is unique. The reports of the various departments, setting forth the work done by each, is largely a review of the progress of the technical part of the library, and is novel as a part of library reports.

### Library Legislation in 1902

William F. Yust, State library, Albany, N. Y.

Legislative sessions were held this year in only 15 states. Twelve of these passed 31 library laws applying to the respective states at large, among them: New Jersey, 7; Iowa, 6; Ohio, 4; Kentucky, 3. This does not include a large number of local and special acts, of which there were nine in New York state alone.

General laws for establishment and maintenance were enacted in Georgia and Kentucky. In the former, cities may make annual appropriations for library purposes, to be expended under direction of the body controlling public schools. Control of public libraries by school authorities has proved unsuccessful in many places, and it is stated that this law will be amended soon. Under separate organization they generally secure better management and a greater degree of attention and help.

Kentucky responded to an urgent need with three acts. Chapter 65 is permissive, and applies to cities in classes 3 to 6, allowing a tax of not more than 10 cents per \$100 of property. Chapter 70 is mandatory, and provides that public libraries shall be established in second and third-class cities as soon as sufficient funds accumulate under this act. There shall be appropriated for the library fund annually 3 per cent of the taxes levied for common schools and one-half of all police fines and costs. But the state court of appeals has decided that a tax levied by a city council for school purposes cannot be appropriated by the legislature to maintain a public library. It holds that the free public library is not a part of the school system, and that such appropriation is a diversion of taxes from the purpose for which they were imposed. Although this decision refers to the law of 1894, as amended later, in effect it declares this new law also unconstitutional. Chapter 71 allows public libraries to be established in cities of the first class by a vote of the common council, to be supported

by a yearly tax of 2½ to 4 cents per \$100. The only city in this class is Louisville.

Library commissions now exist in 21 states, five of which this year increased their appropriation for this purpose. Usually one of their chief functions is to manage a system of traveling libraries, although these have been under the direction of the state library in Ohio, Michigan, New Jersey, and Iowa. In the latter state they were established in 1897, but are now to be transferred to the commission, which is thought to be better qualified to develop the system. In New Jersey a like transfer is being urged. The Iowa commission is also authorized to conduct a summer school of library instruction and a clearing-house for periodicals to be given to local libraries. It is to have 500 copies of all state documents for distribution to libraries. The secretary shall make a full report to the governor in 1903 on library conditions and progress in the state, with sketches of libraries and illustrations of buildings. The commission is given a yearly appropriation of \$6000, of which \$2500 is to be expended for traveling libraries. This limitation in the expense of the commission is considered a serious embarrassment, as it insures a large number of books without giving help adequate for their proper management.

The only new state added to the commission column is Maryland, but it has two entirely separate organizations. Each is appointed by the governor, and "shall give advice and counsel to all free libraries in the state and to all committees which may propose to establish them." Number one is also authorized to conduct traveling libraries. Number two is created under the last three sections of a partly reenacted law to encourage the establishment of free public libraries through boards of county commissioners. The last section of the act makes it apply to only 8 of the 23 counties. Both have organized, and each has a yearly appropriation of \$1000. The need or value of



two such bodies in the same state is not at all apparent.

In Illinois vain efforts have been made with the legislature for six years to get a library commission. The State library association has finally reorganized and incorporated, with the determination to do the work of a commission itself. Kentucky also made an unsuccessful attempt to establish one. The subject is being agitated in Missouri, South Dakota, California, and Texas.

State libraries received some attention, especially in the South. Rhode Island provided for an exchange of its publications with other nations, states, municipalities, institutions, and persons. Mississippi appropriated \$7500 for two years for a state department of archives and history. In Louisiana the secretary of state is to employ an additional assistant librarian, at a salary of \$600. In Virginia the secretary of state is authorized to have books, papers, and state publications of value removed from the garret of the capitol to a room suitable for storage.

New Jersey has three new laws relating to gifts of buildings. Chapter 88 says: "Municipalities may accept on condition that not exceeding 10 per cent of gift be raised annually, and levy a tax for purchase of site." Chapter 213 repeats this, and adds nothing, except that the gift shall be received by the treasurer of the municipality and expended by the library trustees. Chapter 230 is another repetition, adding that bonds may be sold to pay for a site. New York state has always had a large number of special acts. In order to obviate the necessity for these an important amendment to the general library law was secured. Besides providing that municipalities and school districts may share the cost of libraries with one another, or pay for library privileges under contract, it gives them the power to accept gifts on condition of specified annual appropriations; to make a contract with the donor which will be binding for all time. This is in accord with the well-known terms of

Mr Carnegie's gifts, which have called forth laws to the same effect this year in Georgia, Kentucky, and New Jersey. The question frequently arises, what would take place if, at some future time, a community should refuse to provide the stipulated sum? So far no precedents have been established. Iowa passed an amendment providing that when gifts and bequests have once been accepted the conditions may be enforced through the library board by law.

Some miscellaneous acts and minor provisions deserve mention. In Iowa the minimum tax limit is raised to 2 mills, and library trustees may condemn real estate for library buildings. A Kentucky law says library trustees must be 30 years old (two shall be women), and give \$5000 bond. In Minnesota library directors are to be elected by the people only in cities of 20,000 or more. An Ohio amendment provides that when an association aided by city tax ceases to exist, the city shall assume control of its property and maintain the library. Another specifies that not over one-third, formerly one-half, of the annual appropriation for school libraries shall be used for apparatus. Another limits the term of the librarian and appointees to three years.

About one-third as many legislatures met this year as last, and only one-third as many laws were passed, yet their number is sufficient to show that libraries are on the same level with other claimants before our lawmakers. The passage of one act is secured by parties interested in a special class of institutions, or in particular cities, without regard to the general subject in the entire state. Another act is pushed through the mill with more zeal than judgment in an incomplete or unintelligible form. Again, the best of laws may require amendments from time to time. The result in some cases is a confusing mass, requiring extensive research to ascertain what laws have been enacted and what ones are now in force. A compilation for each state would be of great practical and historical value. This work properly belongs to the state

commissions, and has been pretty thoroughly done in Maine, Massachusetts, and New Jersey. In a number of other states the respective commissions have published the chief library laws in some handy form outside of the regular statutes.

### Cataloging and the New A. L. A. Rules

Alice B. Kroeger, library director Drexel institute, Philadelphia

The publication of the revised A. L. A. rules by the Library of congress, which has accepted them almost in toto, naturally makes catalogers consider to what extent they shall depart from their existing practice to conform to these rules. Large libraries cannot very well make any radical changes, but will adapt the printed cards to their own rules rather than aim to have their catalog cards consistent in minor points. The small library, the medium-sized library, and any library undergoing revision, will try to come into accord with the A. L. A. rules, because the Library of congress, through means of the printed card, will be looked to as the final authority on cataloging. Librarians purchasing the printed cards wish to have their rules uniform with those of the Library of congress, so far as the differences in the nature of the libraries will permit, in order that as little alteration of the printed cards as possible may be required.

It may be well to glance at some of the perplexities which arise in the mind of a cataloger after reading these rules and examining the printed cards. A large number of libraries at present use the Library school rules, with more or less modification. The large number of catalogers who have been trained in the various library schools according to the Library school rules, follow the order of author, title, edition, collation, and imprint as therein given, which differs in some important particulars from the order of these items, according to the new rules. Is it worth while to

change? and is there any material difference in the case of reading a manuscript card when the imprint follows rather than precedes the collation? Some catalogers think there is such difference, and that the imprint should come last. It is not an important point, and must be solved by each library for itself; but in starting a new catalog, or revising an old one, it is best to follow the order as recommended in the new A. L. A. rules, which will also be adopted by Mr Cutter in the fourth edition of his Rules for a dictionary catalog. One good argument for following the rule placing imprint, e. g. place, publisher, and date, after the title, is that that information naturally follows on the title-page, while the collation must be obtained from an examination of the volume or volumes, which necessitates turning back to the title-page for the imprint. There is a slight saving of time in its favor, besides being bibliographically more correct. In putting the place and publisher's name on the written card, it is best to give only the first place of publication and the surname of the publisher.

The small library need not elaborate the details of paging, illustrations, etc. Economy of time in cataloging, and the necessity of compressing the items on one card, will make it necessary to shorten the collation. This can be done without radically departing from the rules. The size mark can be determined by each library for itself, the letter symbol being generally in use in the newest libraries.

The edition should be considered a part of the title, according to the recommendation of the committee, and should be given as it appears on the title-page, omitting only unnecessary words. This is the bibliographically correct way to treat edition, although it departs from the practice of many catalogers.

The chief difficulty occurs in deciding with regard to the heading, and just here comes in the necessity of considering the differences between cataloging for a large library and for a small one.

No set of rules can be made to fit both kinds in all points. This is one of the things which it is difficult to make clear to the cataloger who has not worked in both, but it is exceedingly important to bear it in mind in deciding upon rules. The rules as finally agreed upon by the committee were designed primarily for the printed cards of the Library of Congress—the largest library in the country—which cards were intended to suit the needs of libraries of all sizes, from upwards of 500,000v. to 5000 or 10,000v., or less. What will suit a library of 10,000 or 20,000v. may be absolutely out of the question for a library of 500,000v. In the fullness of authors' names, for example, it was found necessary to recommend the fullest form of name, in order that the large libraries could use the cards. A public library must find it more convenient to enter authors who write under pseudonyms under the pseudonym, because the readers in most cases know no other name. A good rule to adopt for a public library (except, perhaps, the very largest closed shelf library), is to use the best known form of name, and in case of doubt, the real name of the author. This will apply not only to pseudonyms, but to names of married women, and others who change their names.

A radical change, and one that is troubling catalogers, is in the rule relating to books written by more than one author. Putting the name of the first author only in the heading is well enough for printed cards, where each card has the full title, with the names of the authors in the title, the name of the second author being filled in at the top of the second card. On a manuscript card economy of time has tended to shorten all secondary cards, so that on the title card appears merely the brief title of the book and the author's name. I believe that, where the present added entry cards are written, it is best to give the names of joint authors when not more than two in the heading; when more than two, writing the first "and others," making the necessary added entries.

The ideal catalog card is one that gives the fullest and most accurate description of the book. The largest libraries find this an almost indispensable requirement for their proper working. With the multiplication of authors and editions the minutest differences must be brought out. The printed catalog card can give this information in a compact space, while the written card must be condensed in order to compress the facts on one card if possible. The small and medium-sized libraries do not require the same bibliographical fullness. Depending as they have heretofore upon written cards, as much compression as possible has been introduced not only for the sake of clearness, but also for economy of the cataloger's time. The fact that the details are given in full is not a strong objection against using the entries of the Library of Congress cards in a small library, although that library would omit a large portion of the items on its written cards. A reader is not so apt to be confused by full title and collation if printed as he is if they are written out.

The committee has not as yet considered the rules for manuscript catalogs, its first object being to make a code of rules for the printed cards. It is for this reason that the subject of cross-references and added entries was not discussed. The cataloger must remember that these are most essential, and Cutter's rules and the Library school rules should be referred to when in doubt. The Library of Congress, on its printed cards, does not specify added entries and references, so that these must be supplied by the cataloger. A good plan for the cataloger using the new A. L. A. rules is to go over them carefully and write the word "refer" opposite each rule where a reference card is necessary, e. g. in the case of joint authors, pseudonyms, etc.

The advance edition of the rules, while printed as "advance," is not subject to any radical change. Alterations of some minor rules may be made, but the rules as printed can now be adopted without fear of many decided changes.

### Maps in Public Libraries

C. W. Andrews, librarian, John Crerar library, Chicago

If the subject assigned to me were Maps in the public libraries of Chicago, I doubt if my talk would be longer than that celebrated chapter on the Snakes in Ireland, and it would have been to much the same effect; and if I should base my remarks on my personal knowledge of the subject they would be almost equally brief. Yet in making this confession I am not placing Chicago so far down among cities, nor myself so far down the scale of intelligent librarians as might hastily be assumed. The same can be said, I believe, of most public libraries and their executives. That I do not exaggerate the poverty of resources in our libraries is shown conclusively, I think, by the fact that there is not a single reference in the Library journal to the subject in the first 15v., or until 10 years ago. Indeed, the command to address you tonight came to me mainly from the circumstance that the directors of the John Crerar library recognize and intend to fill this gap in our library facilities as soon as circumstances permit.

To understand why no adequate provision has been made here so far, it may be well to note what it would mean, and what libraries which have attempted the task have succeeded in doing.

Such a small proportion of the maps published in England, France, and the United States appears in the trade lists that no adequate idea of their number can be obtained from them. The German lists, on the other hand, are quite complete, and the titles of maps occupy 50 pages in the last volume, covering four years, of Kayser, which would indicate an output of about 300 titles a year. Perhaps a still better idea of their commercial importance may be obtained from the size of the catalogs issued by the chief producers and dealers. Justus Perthes of Gotha gives between 300 and 400 titles; Stanford of London about 800, and Rand-McNally of Chicago issue a catalog of 120 pages.

Still more convincing is the British museum catalog of maps, with 121,000 entries, and the Library of Congress List of maps on America, with 10,000 entries. Yet these figures are very far from giving a complete view of the extent of the field. They deal with titles, while the sheet is the real unit with which the librarian or the cartographer is concerned. In the List of maps relating to America, published by the Library of Congress above referred to, one entry is made of the Atlas of the U. S. geological survey; but there have been prepared for this work already about 1000 topographical sheets, and some 80 folios or nearly 500 sheets have already been issued. If the whole country, exclusive of Alaska and the islands, were to be mapped on the smaller scale, some 750 folios would be required, while on the larger scale (about 1 mile to the inch) it would require 12,000 folios, or 72,000 sheets. Anti-imperialists will see here another argument in their favor, for at the present rate of expansion the Geological survey is having hard work to keep up. Their largest scale, however, is small in comparison with those adopted by some other governments. Thus the scale of the "Messtischblätter des preussischen Staates" is  $2\frac{1}{2}$  times as large, or about 4-10ths of a mile to the inch. Nearly 4000 sheets have been issued. The Ordnance survey of Great Britain uses larger scales still. Its general map of 360 sheets is on the scale of 1 inch to the mile; its county maps, consisting of several thousand sheets, on a scale of 6 inches to the mile, and the parish maps, of some 80,000 sheets, on a scale of 2½ inches to the mile, or about 200 feet to an inch. Besides these there are town plans on a scale of 10½ feet to the inch. The total number of all kinds for England and Wales alone is stated to exceed 250,000 sheets. The Survey is now engaged on a revised edition, and apparently expects to revise every 20 years.

It hardly needs explanation that the first cost of such a mass of material is a most serious condition of the problem. While these maps are all the results

of government activity, and are probably sold to the public without thought of profit, yet the prices are far from inconsiderable. The Ordnance survey asks from one to three shillings per sheet, and even at the lower price a complete set of these publications would cost more than \$60,000; the Prussian government asks 1 mark, netto-net, per sheet, or about \$1000 for the complete map, and our own government, at the much lower price of 5 cents a sheet, would still receive some \$150 for a complete topographical map alone, and some \$750 for the complete geological atlas. Remember that many other countries have issued maps on similar scales, and that these topographical maps are only the bases for special maps issued by the government and by individuals; add to these the results of private enterprise both of the past and of the present; add also the maps of the oceans, of which each civilized government having a navy or a merchant marine must issue a large number, then add the maps of the heavens, and I doubt if you will still wonder that libraries, as a rule, have kept out of the field as far as possible. And it must be said for them, also, that in so doing they have not disappointed any considerable proportion of their readers. The probability of a call, for instance, for a detailed map of any given parish in England is not sufficient to warrant any American library in investing \$20,000, or anything like that sum, in a set of them. In the whole field the demand is small, though in the larger centers it may be expected to increase.

Unfortunately, the expense of the collection does not cease with the purchase of the material. Its preservation also is a matter to be carefully considered. At least five methods have been adopted by librarians: 1) binding in volumes; 2) dissecting and binding; 3) storing in rolls; 4) hanging on walls; 5) laying flat on shelves and in drawers. All of these are more expensive, either in money or in space, than the preservation of the same number of titles in book form.

The first method mentioned, that of

binding uncut, is limited by its costliness and other disadvantages, practically to those few cases where a comparatively few sheets make a real unit which is much used. No library that I know of uses this method for the mass of its material. Of the second method, dissection and binding, much the same may be said, with the addition that dissection necessarily affects the accurate use of a map. This method is used by the postoffice department in preparing the presentation copies of its route maps.

The third method, storage in rolls, would apply primarily to those popular, rather than scientific, maps, bought mounted on rollers. It has been used also by some libraries for maps of all kinds, but this is not recommended by those of most experience, except, perhaps, for maps of extra or unusual size, which cannot be taken care of properly in the regular way, or where the total number is too few to make other provision advisable. The rolls may be stored compactly in a light framework, either vertically or horizontally. Each roll should be tagged at the end, or, perhaps better, at each end.

The applicability of the fourth method, hanging on walls, is determined by the amount of wall space available, as well as by the character of the map. Of course, only maps showing few features on a large scale can be examined to any advantage in this position, and, personally, I am of the opinion that wall space sufficiently well lighted to be available for this purpose could be used more advantageously for other purposes; so that, as a rule, only a few much-consulted maps should be provided for in this way. Still, the use of the Jenkins map roller allows a considerable increase in the number which can be shown in a given space. This ingenious device is used throughout the postoffices of the country to display the route maps, but does not appear to be generally known to librarians. Perhaps the almost complete lack of advertising, combined with its comparatively high cost, have been responsible. For



the benefit of those who may not have seen it, I may say that as many as 30 maps are rolled around a large cylinder, and kept in position by a second much smaller roller. As the large cylinder is revolved, the small cylinder releases the lower edge of each map in turn. If at any point the large cylinder is stopped, and then revolved in the reverse direction, the 30 maps are let down with the one last released in front. The whole process of revolving in one direction until the map wanted (recognized by a label on the lower margin) has been released, and reversing to let down with this in front, is gone through in less time than it has taken to describe it. The economy in space is very great, as the 30 maps take no more room than six ordinary mounted roller maps placed as closely as possible.

The sixth method of preservation, storage flat on shelves or in drawers, is the one generally adopted, and seems to be the only economical one for large collections. The details vary greatly in different libraries. For instance, the Astor library and the Library of congress put each sheet in a manilla envelope, duly labeled, and store these envelopes in drawers. Harvard university puts about 20 sheets in a paper portfolio, which is also used by the Boston Athenæum; Boston Public library puts not over 60 in a board portfolio; the U. S. geological survey lays them without cover in drawers 2 and 4 inches deep; the New York public library in drawers 2 inches deep; but the curator recommends, instead, sliding shelves, not drawers, to hold not over 50 sheets, a recommendation previously made by a former librarian of the Coast survey. The only actual experience I have had is with a case of very light drawers, about 1 inch deep, which gave satisfaction. If laid in drawers or on shelves they should be at least covered with manilla paper, as some protection against dust.

The distinguishing marks should be along the edge exposed at the front of the drawer or shelf, so that they can be seen without moving the maps or taking

out the drawer. Practically, every library arranges maps by subject, i. e. by place; but the order of the places varies greatly, some libraries using a strictly alphabetical arrangement, others a strictly systematic one, and others a grouping by countries, and an alphabetical arrangement under that. The form of catalog entry differs widely also, some following the arrangement of the sheets, others giving the author, or publisher's name, as entry word, and some prefixing the word "maps" to their entries, in order to obtain a separate catalog of them. As bound atlases are coming to be considered as belonging to this collection, there is evidently ample opportunity for analyticals, which one enthusiastic librarian thinks should go so far as to index each map of each atlas.

Nor after the maps have been bought, cataloged, and stored, is the extra expense of the collection wholly determined. Provision must be made for their convenient use. This demands ample space, large tables, some perhaps to be used standing, and, especially, good light. The need of the last would seem to be self-evident were it not for the testimony of librarians, that it has been overlooked frequently. Yet the fine lettering of a map, and the fixed position in which it must be used, undoubtedly call for at least as good light as is needed in the reading-room. Then, too, there should be some one in charge of the collection who would be more than a caretaker; if not a scholar in esse he should be one in posse, with an education sufficient to enable him to learn the many perplexing details of the work, and the bent of mind which would give him pleasure in doing so, and in helping others to his knowledge.

Again, I may say that, all things considered, it is not strange that American libraries have been so slow to develop this branch of library work. Yet it must not be thought that all have neglected it. Harvard college, in the '30's, had a collection which cost them \$6500, and which has been added to, most especially through the interest of Dr

Winsor, until it numbered, in 1891, about 15,000 pieces, and the New York Public library now has some 20,000 pieces. These are mainly historical, as is also the collection of the Library of Congress already mentioned. For scientific maps, one must go to the government libraries at Washington, where the Geological survey, the Coast survey, and the Hydrographic office, all have very large collections. I hope that, before many years have passed, the John Crerar library may be able to offer to students, if not as large a collection as these, still one which will go far to supplying the needs of this part of the country, as they may develop.

### Bibliography of the Civil War

I am glad that the article on the Civil war in *PUBLIC LIBRARIES*, October, 1902, is published. But since a full list could not be given, what should have been made clear is the name of the best fair—that is to say, of the least biased—history of the war, to be given, first, to the person who has very little time, then to the person who can devote several hours, and, finally, the works to be studied by those who want to master the subject. The books mentioned by Mr Heckman would take about three years to get through. In fact, the ground he has tried to cover is much too great for the space allotted. I wonder why he spells the Comte de Paris with a p.

The paragraph about the Official records of the war is altogether too short, for it makes no reference to the concluding volume, which is really a magnificent index to the contents of the entire work. It should have been pointed out that from this book may easily be taken lists of the particular volumes relating to each state, such as, for example, in our library. We place on a card, under the head, Missouri—Civil war, the list of all the volumes relating to it.

LIBRARIAN.

In opening a free library the doors are flung ajar of a great treasure-house where the peculiarity is this: That every man may take, and yet none will find any the less.

### Library Schools

#### Drexel

The same general routine as in former years has been followed by the present class, who have worked with an energy and interest equal to any of their predecessors. The only variation in the course has been the substitution, in the cataloging instruction, of the new A. L. A. catalog rules for the Library school rules formerly used. As heretofore, the Cutter rules have also been used in conjunction with them. A few minor changes have been made in the cataloging methods of the library, in order to bring the cards as far as possible in line with the change of rules, thus giving to the students the practical illustration of these methods. This has been deemed wise, although done at the expense of some slight inconsistencies in the catalog of the library, since it was impossible to rewrite any large number of cards already in the catalog. The question of the adoption of these new rules will be found fully discussed elsewhere.

The usual visit to the bindery at Lippincott's, and also to Miss Upton's bindery, have followed the binding course.

Euphemia D. MacRitchie, class of 1902, has a position in the Michigan State library.

Miriam B. Wharton, class of 1902, is at present cataloging the library of the Medical and chirurgical faculty of Maryland.

#### Illinois State library school

##### Change in requirements

On December 9 the trustees of the University of Illinois passed the following resolutions:

1 The degree of bachelor of arts in library science may be given upon the conditions named in the catalog for graduation in the specialized courses.

2 The degree of bachelor of library science may be given to those holding the degree of bachelor of arts in library science for one year's additional work, so distributed that two full years

of library work shall be accomplished by the candidate.

The first resolution will place a special course in library science in the College of literature and arts and the College of science, and will enable students in either of these colleges to specialize to a certain extent in library science in the course for the first degree. By the second resolution the student will be required to spend five years to get the degree of bachelor of library science instead of four, as at present. The two resolutions together require that the candidate for the degree of bachelor of library science shall have at least three years of preliminary liberal training instead of two years, as now, and two years of library work proper.

The change was made because the Library school felt that it had an unusual opportunity, from its university connection, to offer some library work to undergraduates in general colleges as a part of their liberal education. Several courses are made open electives, while several are library school electives, as shown by the program which follows. Any student candidate for any degree may elect liberal library courses from 2 to 12 hours during the first semester, and from 2 to 10 hours during the second semester. Candidates for degree of bachelor of arts in library science must present 32 hours of library work for graduation. The change is made also because of the conviction that more preparation is necessary for library work, and in the belief that it is in accord with present educational policy to allow a shortened combination course of undergraduate and professional work. Students who can allow more time, and who appreciate the broad demands upon a librarian, will take four years or more of liberal training before entering the professional course.

The College of literature and arts and the College of science will each offer a three years' course preparatory to the Library school, consisting of the courses prescribed for all students and

of recommended general electives. The proposed library courses are as follows:

#### FIRST YEAR.

- Elementary Library economy, 1st sem., 10 hours.
- Elementary Library economy, 2d sem., 4 hours.
- \*Elementary reference, 1st and 2d sem., 2 hours each.
- \*Selection of books, 1st and 2d sem., 2 hours each.
- Laboratory course, 1st sem., 2 hours.
- Laboratory course, 2d sem., 8 hours.

#### SECOND YEAR.

- Advanced Library economy, 1st and 2d sem., 4 hours each.
- \*Bibliography and selection of books, 1st and 2d sem., 4 hours each.
- Public documents, 1st and 2d sem., 2 hours each.
- \*1st semester. §2d semester.
- \*§Bookmaking, 2d sem., 2 hours.
- \*§History of libraries, 1st sem., 2 hours.
- Advanced laboratory course, 1st and 2d sem., 4 hours each.
- Thesis or Bibliography, 1st sem., 1 hour.
- Thesis or Bibliography, 2d sem., 3 hours.
- \* Elective for general students.
- § Elective for library students.

The change will go into effect for new applicants in September, 1903, but will not affect students already registered, or who have made definite arrangements for beginning in 1903. A new circular of information will be issued in January.

KATHARINE L. SHARP, Director.

The senior class of the Illinois State library school had a most profitable and enjoyable meeting on the afternoon of December 12. The class resolved itself into a woman's club, Bertha T. Randall having been appointed to act as librarian of a public library.

Each student prepared a question on which she wished information or assistance in club work. The librarian was expected to give the desired information or references when it might be found.

Many and varied questions were asked, and those not satisfactorily answered by the librarian were discussed by the class as a whole. This class exercise, under the direction of Miss Mann, brought up many questions directly in line with those which the average librarian actually receives.



Aids to clubs, such as university extension lectures, traveling libraries, loan exhibits, as well as the question of how clubs may organize or federate, together with the relations which the library and the librarian should bear to club work, were informally discussed.

One of the speakers in the Star lecture course was so pleased with the bulletin made by the Library school to advertise his address, that he asked for it as a souvenir. On another occasion, an illustrated list on Liquid air was posted, and it attracted such favorable notice that the manager of the lecture sent complimentary tickets to the library student who did the work.

Mrs Adele Reed Scott entertained the Library school at her home on December 13, and the gathering served as a celebration of the recent change in requirements for the school. Mrs Scott was assisted by Miss Scott, Mrs Maude Straight Carman, Mrs Lucy Willcox Wallace, Miss Matthews, Miss Mann, and Miss Sharp

#### Recent appointments

Baker, Adaline (B. L. S. 1902), cataloger, Northwestern university, Evanston, Ill.  
 Buddington, Margaret (1900-1901), librarian, Iowa State Historical society.  
 Clarke, Elizabeth P. (1895-1896), librarian, Seymour library, Auburn, N. Y.  
 Cotton, Mrs Gertrude J. (1901-1902), assistant, Marshfield (Wis.) Public library.  
 Dunbar, Margaret (B. L. S. 1902), librarian, Western Illinois Normal, Macomb, Ill.  
 Duren, Fanny (1901-1902), organizer, Onawa (Iowa) Public library.  
 Edwards, Grace O. (B. L. S. 1898), librarian, Michigan City (Ind.) Public library.  
 Gibbs, Laura R. (1896-1898, B. L. S., 1902), assistant cataloger, Harvard University library.  
 Goss, Edna L. (B. L. S. 1902), reference assistant, University of Illinois.  
 Graves, Marjorie (B. L. S. 1902), assistant, Dubuque (Iowa) Public library.  
 Howe, Harriet E. (B. L. S. 1902), loan assistant, University of Illinois library.  
 Jones, Fannie E. (B. L. S. 1901), assistant, University of West Virginia library, Morgantown.  
 Lathrop, Olive C. (B. L. S. 1900), assistant, Library of congress.  
 Mabbett, Leora E. (1900-1901), assistant, Wisconsin Historical society library, Madison.  
 Manley, Katherine O'D. (1899-1901), order clerk, University of Illinois library.  
 Marvin, Mabel (1895-1896), librarian, Jacksonville (Ill.) Public library.

Owen, Anna (1901-1902), librarian, Carnegie library, Columbus, Ind.  
 Price, Helen L. (B. L. S. 1900), librarian, Blue Island (Ill.) Public library.  
 Sanford, Delia (B. L. S. 1900), cataloger, Davenport (Iowa) Public library.  
 Sawyer, Ida E. (B. L. S. 1900), cataloger, Iowa University library, Iowa City.  
 Shawhan, Gertrude (B. L. S. 1900), library instructor, Kansas State Normal, Emporia.  
 Skinner, Eliza J. (1896-1897), assistant, Library of congress.  
 Smith, A. B. (B. L. S. 1902), order clerk, University of California library.  
 Smith, Ellen G. (B. L. S. 1902), assistant, John Crerar library, Chicago.  
 Spellman, Lorinda B. (B. L. S. 1901), assistant cataloger, Cleveland (Ohio) Public library.  
 Steele, Lavinia (B. L. S. 1902), assistant cataloger, Iowa State library, Des Moines.  
 Thompson, Mary (1899-1900), head cataloger, University of Wisconsin, Madison.  
 Wales, Elizabeth (1893-1894), organizer, Frost Memorial library, Marlborough, N. H.  
 Wandell, Caroline (B. L. S. 1900), librarian, Houston (Tex.) Public library.  
 Waters, W. O. (B. L. S. 1900), cataloger, Library of congress.  
 West, Mabel G. (B. L. S. 1900), organizer, Waukegan (Ill.) Public library.  
 KATHARINE L. SHARP, Director.

#### New York State library school

Positions filled since June, 1902  
 Class of 1902

Barr, Charles J., reference librarian in the John Crerar library.  
 Colcord, Mabel, cataloger of the State University of Iowa.  
 Fuller, Francis H., children's librarian and library hostess of the Millicent library, Fairhaven, Mass.  
 Gay, Ernest Lewis, has been engaged to catalog a collection of 15,000 French books, a recent gift to Harvard university library.  
 Hawkins, Emma J., cataloger in the Bryn Mawr College library.  
 Lamb, Eliza, librarian of Western college.  
 Mann, Olive L., assistant in the Cataloging division of the Library of congress.  
 Mullon, Lydia, cataloger at McGill university library, Montreal.  
 Rodgers, Anna H., librarian of the Pruyn library, Albany.  
 Smith, Mary A., assistant, History division New York State library.  
 Taber, Josephine, assistant in the loan department, Carnegie library, Pittsburg.  
 Whittemore, B. A., assistant in the Home education department of the New York State library. Mr Whittemore has since been appointed assistant to the Publishing board of the American Library Association.  
 Whittier, Florence B., assisted June 26 to August 6 in the University of California Sum-

mer school of Library science. Miss Whittier has since been appointed classifier at the Mechanics' institute, San Francisco.

Wiggin, Pauline G., librarian of the University of West Virginia.

#### Students in school, 1901-1902

Brown, Zaidee, reviewer in the New York State library school.

Hazeltine, Alice I., assisted during July and August in the Chautauqua Summer school for library training.

Larsen, Martha E., librarian of the Folke biblioteket, Trondhjen, Norway.

Patterson, Marian, assistant in the Millicent library, Fairhaven, Mass.

#### Earlier classes

Keller, Helen R., class of 1901, cataloger at the Iowa State library.

Phelps, Anna R., class of 1901, assisted in the Chautauqua Library school during July and August. Miss Phelps has since begun the reorganization of the Lenox (Mass.) library.

Sanderson, Edna M., class of 1901, has been appointed vice-director's assistant in the New York State library school, in place of Florence Paine, resigned.

Smith, Marie M., 1899-1900, children's librarian, Lawrenceville branch, Carnegie library, Pittsburg.

Woodin, Gertrude L., 1899-1900, assistant in the library of the Department of agriculture, Washington, D. C.

Noyes-Paine. Florence A. Paine, class of 1900, and George Raphael Noyes, of Berkeley, Cal., were married July 31, at Boston, Mass.

Shaw-Brown. Bertha M. Brown, class of 1900, and Robert K. Shaw, of Washington, D. C., class of 1899, were married September 20, at Eau Claire, Wis.

Wright-Wood. Gertrude P. Wood, 1898-1899, and John A. Wright, of Bellevue, Ohio, were married September 29, at Bridgeport, Conn.

Hyatt, Bertha E., class of 1899, assistant in the Catalog division of the Library of congress.

Williams, Mary F., class of 1899, was director of the Summer school of Library science, held at the University of California, June 26 to August 6.

Morse, Anna L., class of 1897, librarian of the Reuben McMillan Free library, Youngstown, Ohio.

Waterman, Lucy D., class of 1897, assistant in the Reference department of the Carnegie library, Pittsburg.

Hopkins, Julia A., 1895-1896, has resigned her position as librarian of the Wylie avenue branch, Carnegie library, Pittsburg, and has been appointed librarian of the Public library in Madison, Wis.

Denio, Herbert W., librarian of the Westfield (Mass.) Athenæum, in place of G. W. C. Stockwell, resigned.

Gibson, Irene, class of 1894, assistant in the Order division of the Library of congress.

Robins, Mary E., class of 1892, acted as chief instructor at the Chautauqua Library school during July and August. Miss Robins has since been appointed instructor in Simmons college Library training course.

#### Pratt institute

##### Recent appointments

Burt, Lillian, cataloger, Marietta college, Marietta, Ohio.

Cowing, Agnes, Circulating department, Pratt institute Free library.

Evans, Adelaide F., cataloger, Pratt institute Free library.

Gardner, Jane E., librarian, People's library, Newport, R. I.

Gillespie, Edith A., assistant, Hampton Institute library, Hampton, Va.

Granniss, Ruth S., assistant in Open-shelf department, Pratt institute Free library.

Hopper, Franklin F., class of 1901, has resigned his position in the Library of congress, to take charge of the Wylie avenue branch of the Carnegie library of Pittsburg.

Meyer, Hermann H. B., New York Public library.

Northrop, Frances N., assistant in Circulating department, Carnegie library, Carnegie, Pa.

Pospishil, Lillian M., assistant in Public library, Cedar Rapids, Iowa.

Van Buren, Maude, librarian, Public library, Owatonna, Minn.

Ward, Cornelia B., assistant, Public library, Montclair, N. J.

Young, Hester, indexer and secretary, Hampton institute, Hampton, Va.

Derickson, Maud E., head of circulating department, Public library, Portland, Ore.

Eaton, Harriet L., librarian, State normal school, West Superior, Wis.

Merrill, Louise, cataloger, Library of New York Bar association.

Metcalf, Antoinette P., assistant in Reference department, Pratt institute Free library.

Nelson, Sarah C., class of 1892, has been engaged to recatalog the Public library of Easton, Pa.

Sykes, Laura, 1899-1900, has gone to the Osterhout library, Wilkesbarre, Pa., to take charge, temporarily, of the Reference room.

Lewis, Kate, 1902, has been engaged as an assistant by the Wisconsin State library commission.

Wright, Charles E., 1897, of the Cincinnati Public library, was married November 25 to Miss L. M. Davis, of Carnegie, Pa.

What has become of the courageous committees on library schools? Students are still being misled as to the relative merits of various classes, and the effort at prevention is seemingly as far off as ever. What is being done?

LIBRARIAN.

### American Library Association

The executive board of the A. L. A. met in New York, Dec. 9, 1902. All the members were present except Miss Wallace. The resignation of Mr Faxon as secretary was accepted with regret, and J. I. Wyer jr., of Nebraska, was elected to serve until close of 1903 meeting. This meeting will be held at Niagara Falls the last week in June, if practicable.

#### A. L. A. Publishing board

The Publishing board moved December 1 into the room on the first floor of the Boston athenæum, formerly occupied by the American academy of arts and sciences. The entrance is the first door at the left after entering the building. The trustees of the Athenæum have for six years generously given desk room to the secretary of the board, in a biographical alcove, during which time the work has so increased that larger quarters were needed. The board is still indebted to the trustees of the Athenæum for the increased accommodation.

The Publishing board will now handle its own publications, which heretofore have been sold through the Library Bureau and Houghton, Mifflin & Co. Orders should therefore be sent direct to the A. L. A. Publishing board, 10½ Beacon st., Boston, Mass. Nina E. Browne, secretary of the board, will have charge of the office, assisted by B. A. Whittemore, who will attend specially to the orders. All librarians, trustees, or assistants are invited, when in Boston, to use the new room if it will add to their convenience or pleasure in any way.

#### For Distribution

The Library Bureau in Boston has a number of Greenwood's Public libraries, a history of the movement, and a manual for the organization and management of rate supported libraries, for distribution. They will be sent free of charge on application as long as the supply lasts. Address, Library Bureau, 530 Atlantic av., Boston, Mass.

### Library Meetings

**Chicago**—The December meeting of the Chicago Library club was held December 10, the president, Miss Warren, in the chair.

R. H. Allin and John Vance Cheney were elected to membership.

On motion of Mr Hopkins, the committee on statistics was dismissed, as the work is to be completed by the University of Illinois.

The address of the evening was given by Miss Addams of Hull House, who spoke on Branch libraries and their relation to the community. Miss Addams laid special emphasis on the need of books in foreign languages, for the readers in our branch libraries. Many of these readers will never learn the English language, but they may be Americanized by reading books on American subjects. Moreover, many of these people hear English all day long, and need the rest and recreation they can extract from books written in their native tongue. Miss Addams dwelt also on the value of evening study-rooms for school-children who live in crowded quarters and are unable to get the necessary quiet to study at home in the evenings.

Numerous questions were asked Miss Addams, which led to a discussion of the branch libraries of the Chicago Public library, to which Mr Wickersham responded, giving some details of the workings of the branch library system.

The president announced that at the meeting on January 8 next the subject of the evening would be, Relation of the library to the museum, A. H. Hopkins, John Crerar library, speaking on the library side, and I. B. Meyers, curator School of education museum, on the museum side.

RENÉE B. STERN, Sec'y.

**Illinois**—The December meeting of the Library club of the Illinois State library school was one of the most interesting held for some time. The club resolved itself into a board of trustees of the Blankville Public library for the renewed discussion of the establish-

ment of a library for the blind. Miss Randall, the president of the board of trustees, asked Miss Allin, the librarian, to state to the board:

1 The number of volumes in the library.

Answer: 100,000v.

2 Annual book appropriation.

Answer: \$10,000.

3 Appropriation desired for the purchase of books for the blind.

Answer: \$500, set aside from the annual appropriation.

Miss Hopkins then gave a review of the blind department of the Library of congress, with a description of the work done there. She was followed by Mr Woodmansee, who gave a report of the work in the same line done at the New York State library. Mrs Hess supplemented the two preceding speakers with general reports of the various libraries for the blind throughout the country.

Miss Wright gave an instructive talk on the different kinds of type in use, and a comparison of them. The Moon, New York Point, and Braille systems, being the most used, caused the most discussion; and, as the Braille system is taught in the Michigan, Illinois, Missouri, and Pennsylvania institutions for the blind, the librarian was anxious that the books bought should be printed in this type.

Throughout the meeting questions were raised as to necessities involved in the establishment of a library for the blind, such as: the space required for such a library; readings for the entertainment of the blind; a person to assist in the instruction of those blind people who are too old to attend a blind institution, or who are not able to attend on account of the necessary finances. The librarian had foreseen the questions put by her board, and was ready with an answer to each.

The discussion finally led to the subject of publishers, and prices of books, for the blind. This subject was covered by Miss Holdermann, who was ably supplemented by Miss Jennings, with a list of suggestive books.

Alice Mann and the president of the board were the only members of the board opposed to the plan, and the cross-examination through which Miss Mann put the librarian, bringing out the pros and cons of establishing such a library, was quite interesting.

The discussion was spicy, and decidedly entertaining throughout the meeting, but the final decision was indefinitely postponed.

Dean Scott, of the College of law, was present, and gave an instructive, informal talk on his personal experience as an instructor in the Philadelphia Institution for the blind.

EUGENIA ALLIN, Sec'y.

**Long Island**—The fifteenth regular meeting of the Long Island Library club was held in the lecture room of the Brooklyn Young men's Christian association Thursday afternoon, December 4.

The subject of the meeting was, Lists and bibliographies, being opened by a talk from Miss Rathbone on the Essentials of a good reference-list. The distinction was made between reading-lists and reference-lists, for the student or inquirer, and the latter alone were fully considered. The reason given for making lists was to supplement the catalog by bringing the resources of the library on any subject readily before the student. The subjects of lists are either perennial, such as holiday lists, or of general current interest, as the coal strike. The other points brought out were the use of lists made by other people by filling in the call-numbers, the necessity of dating both the list and the books on it, and the value of a list of lists. Especial emphasis was placed on not duplicating either the shelf-list or other work done by your own or other libraries. This led to some discussion, and it was suggested that a card shelf-list might well be duplicated, and that this objection did not apply to reading-lists. To avoid the making of lists as in itself a virtuous act, and spend that time upon a fuller acquaintance with the books themselves, was

one recommendation. Another referred to the form of printed lists, which should be clear, reliable, on good paper, and typographically correct. In this connection the following errors were cited:

King and the hook, by R. Browning.  
Passion in the dessert.

Guide to immorality, by the Rev. —.  
Jude, St.

— the obscure.

Burns, Robert.

— what to do for.

Children's lists were next discussed, and it was urged that those making the lists read the books themselves, and make their own annotations, not necessarily critical, but compact, accurate, and avoiding trite phrases. Adult books need not be excluded. The List for winter reading, compiled by Miss Hunt of the Newark Public library, was recommended.

Publishers' lists were considered, especially with regard to their arrangement. Mr Welsh of Charles Scribner's Sons recommended an author-and-title list in one alphabet, such as Roberts Bros. used to publish, though a classified list, like Macmillan's, was approved if accompanied by a good index. Longman's catalog was also cited as a good example. The question of why publishers' lists are not more conveniently arranged for reference, was answered by the statement that they fulfill their object, which is to sell books.

Lists for the bulletin board, and How to make a list useful, evoked considerable discussion. The Brooklyn Public library bulletins numerous reading-lists, sometimes accompanied by clippings. It posts also lists of selected magazine articles, as does the Buffalo Public library, the advantage being to make people read topically, and to save their time in going through many magazines for an article they want. These lists, if on slips, can be saved for reference, like a subject-index.

For increasing the usefulness of lists, it was suggested that they be placed in books circulated, to suggest a slightly better class of book, or others on the same subject; that monthly bulletins,

or other publications, be utilized for spreading lists, or articles, about books; that printed lists of a few chosen books, such as the New York State or the St Louis Public library lists, be used for distribution.

The question was raised, to what extent we should help people, at the risk of making them helpless, and the plea was urged that many people want to read, but do not know what they want, or how to choose. This was thought to outweigh the danger of thrusting suggestions upon the person who does not want them.

IRENE A. HACKETT, Sec'y.

**Massachusetts**—A lively library institute was held by the Western Massachusetts Library club in Haydenville, Friday, November 14. W. I. Fletcher of the Amherst college library presided, and introduced Prof. Mary A. Jordan of Smith college, who spoke on

**What we can get from books**

She said in part: In the first place, not everything. Mr Howells has referred to the ignorant prejudice in favor of reading and writing, and most persons beyond the age of 20 know what he means. Side by side with the desire to get into society, to be in the swim, is the passion for getting into print. The reverence for printers' ink is one of the acquired tastes of civilization. Books are poor substitutes for contact with the heads and hearts of those around us. The society of books is too flattering to our vanity. We can too easily persuade ourselves that we are facing our own reflection in the words of the printed page. We do not find in books a mirror of the time, an abstract of our experience, or the most important things.

But among what the "painful preachers" of our grandmothers' time used to call "the beggarly elements," books occupy a high and honorable place. They are for use and not abuse. Most books have not more than 26 pages of original matter, possibly 10. How then learn what to take and what to reject? Books may be used as tools, as pleas-



ures, and to divert and console. Considered as tools, they should be kept in their proper place and with due respect for their edge. They add a pleasure to lives squandered and buried in "things" and trivialities. To divert and to console—these are the good offices of the not-impossible book. Avoid reading for mere curiosity—because it is talked about, for love of excitement, or a slovenly, shirking use of time. In itself there is no moral value in holding a book before unthinking eyes. Nor should the reader use books to confirm him in his own foolish and stubborn ways. For this reason the man of one newspaper is about as fatal to the best health of society, and as much his own enemy, as the woman of none.

To all the tasks and pleasures of reading should be brought the beginnings, the germs of self-control, conscience, patience, and love. And then the reader will get from books a wider outlook, a saner view of himself and of others, a more serene hope for this world and for that other whose foundations are here or nowhere.

Miss Jordan was followed by superintendent of schools, E. W. Goodhue of Haydenville, who spoke on

#### Libraries as educators

The world demands a greater number of well-educated people rather than specially educated ones. Education, to be most serviceable, must be general. As its standard is raised the danger of ignorance increases. Much can be gained from actual contact with, and observation of, the individual, as in the case of pupil and teacher; considerable by experience, the most costly and wasteful of instructors. Some other means of general education must be found within the reach of all—we have it in the public library. Then followed an outline of the different classes of readers who can be reached and helped by the library as in no other way. The library as an auxiliary to the public school is really a complete subject in itself. In endeavors to make it an important help in this direction various degrees

of success have been reached. Sometimes the results are not at all satisfactory; whether due to teacher, pupil, or character of the library, is still an unanswered question. In the purchase of books special attention should be paid to present and future needs of the school as determined by the course of study. The teacher should be an expert in the selection of topics, and there should be coöperation between teacher and librarian. In beginners we may often induce a love of study by a judicious use of Henty, Muhlbach, Mary Wells Smith, and others.

In cases where the library is open but a few hours during the week some arrangement might be made whereby the teacher could take out such works as are needed, and be held responsible for them. The majority of our teachers will gladly do this for the sake of the assistance received in their work. Some of our larger libraries are now assisting teachers and pupils in obtaining books for school use—filling lists, delivering books, establishing branches at school-houses, etc. It remains to adapt the methods to our smaller places.

Mr Fletcher then said a few words in opening the meeting for general discussion. He spoke of Best reading for children, published by D. C. Heath & Co., as a help to librarians and teachers, and said that Woodrow Wilson's new book, *History of the American people*, is just the book to interest boys in history. It is full of illustrations and fascinating in appearance.

W. M. Purrrington of Haydenville wanted to know how to get boys to read good books. He suggested that they be advised to read a good historical novel, and then follow it up with history of the times, biography of the persons, and other things pertaining to the book. For himself he wanted to know two really humorous books. Mr Fletcher immediately answered: *Knickerbocker's History of New York*, and *Punch's Letters to his son*. E. C. Miller of Haydenville, after speaking of his appreciation of the helpfulness of the institute, said that it was to be

regretted that fiction formed such a large percentage of the books borrowed from libraries. He wanted to know how the public could best be educated away from fiction. The reply of John J. Kratzer, principal of the Haydenville schools, was that fiction serves a good purpose. In his personal experience he knew that many boys and girls received their first impetus in reading fiction. Young people don't read philosophy first.

A recess was taken and an excellent supper was served in the parlors of the Congregational church, after which many visited the village library.

The opening address of the evening was

#### How I use the library,

by George A. Denison of Springfield. He treated the subject from the standpoint of a business man. The book which contains the best thought and strength of a strong man or woman comes very near being human. We want a book that fits our peculiar need at a particular time. We want to get into touch with the author and appropriate whatever is most suited to our present need; it is like a discussion with an intimate friend. We come in contact with a personality stronger than our own and it gives us consolation and uplift. Sometimes we want a book that will rest our weary nerves and brain; a book for pure recreation. The American people need this relaxation at times, which can best be induced by fiction. Then, again, those of us who cannot afford to travel may go to the North Pole with Nansen, or to Africa with Stanley. There is no community which cannot use a library. The workingman should be able to find works by masters of his craft, and also books on the varied aspects of the capital and labor question. To use the library, to get the best out of it, make up your mind what you want to know and go there and get it. Do not think that a great number of books is essential for a good library; 500 to 1000 books can contain everything essential to a good library if carefully selected. Make your library

strong along the line of the special industry of the community in which it is placed and the people will use and support it.

Rev. John Pierpont of Williamsburg gave one of the best papers of the institute on,

#### Why every citizen should value a library

He illustrated his points with many stories which were very pat, and much enjoyed by his hearers. He said the best way to educate the children of foreign parents to become good Americans is through the public library. Many of these children, as well as their elders, need a sympathetic friend to introduce them to books. They should think of the library as the place where they can find two friends—books and people. The library stands for what is permanent in literature. The great thoughts of the world are embodied in our libraries, and citizens should be brought into contact with these thoughts as much as possible. He suggested that the library be used as a depository for documents and articles of historic interest.

Miss Farrar of the Springfield library talked for a few moments to the boys and girls present, and the institute closed with a few moments of general discussion, after a vote of thanks to the people of Haydenville for their courtesy and hospitality.

The towns represented were Springfield, Chicopee, Northampton, Florence, Leeds, Williamsburg, Conway, Greenfield, Amherst college, Mt Holyoke college. An interested member of the audience was Dr A. S. Steenberg, librarian of the Royal college in Horsens, Denmark.

**Washington**—At the meeting of the District of Columbia Library association, held December 10, Dr Ainsworth Rand Spofford held the position of honor, and presented a valuable paper, entitled,

#### The mental and mechanical in libraries

All men must have variety of employment in order to give true zest and interest to their work. In this respect,

he suggested, the librarian is specially fortunate. He must turn quickly from theology to the law, must be ready with equal promptness to aid the schoolgirl in her composition on the greatest men in history, or to assist the advanced student in economics or philology in the use of the special books bearing upon his particular topic. He must converse with specialists in their own departments, and appear as much at his ease as possible in many widely different fields of knowledge.

In this age of unparalleled mechanical advancement, there is grave danger to the librarian of the mental being overbalanced by the mechanical. Let the librarian beware of the boast that, with a new card catalog, full indexes, and complete set of bibliographical aids, he can leave his library to be run by a loan clerk and the pages. It was brains that devised labor-saving machines and mechanical contrivances, and without the association of brains their use will be less effective.

Mechanism must never usurp the place of ideas; if it does so, there can be no true progress, but only retrogression. To permit the dominance of the mechanical in the library world is as absurd as to introduce the cryptogram in attempting to prove Bacon to be the author of Shakespeare's poems.

Upon introducing this comparison, Dr Spofford made somewhat of a digression upon the Bacon-Shakespeare controversy, clearly showing the absurdity of attributing Shakespeare's immortal plays to Lord Bacon.

Dr Spofford's long career among books, his wide acquaintance among men, and his keen insight into the heart of things, makes him always interesting.

The audience was the largest that has assembled upon the call of the association during the present season, and showed its appreciation by frequent applause. At the close of Dr Spofford's paper the officers of the association were reelected for another term, as follows: Thomas H. Clark, president; Robert K. Shaw, secretary; Fred E. Woodward, treasurer.

### Yearbook of German Libraries

*Jahrbuch der deutschen Bibliotheken.* Herausgegeben vom Verein deutscher Bibliothekare. S. Jahrgang. Leipzig: O. Harrassowitz, 1902. [4], 158p. 19 cm. Price, 4 mk.

In 1893, Dr P. Schwenke published an *Adressbuch der deutschen Bibliotheken*, giving statistical, historical, and bibliographical information in regard to 1609 libraries. The present small pamphlet, covering only about 150 libraries, gives for these information bringing the larger work up to date, and is prepared by Dr Otto Köhnke under the direction of Dr Schwenke, as president of the German Association of librarians. Only the most important libraries are referred to, and the popular institutions of a more recent date are left out altogether. There is also a directory of the higher library officials, in which an \* is used to designate members of the association, a department for library laws and regulations, and a statistical department. The laws and regulations relate mainly to salaries, working hours and titles of library officials, and to inter-library loans; the statistics, to expenses, growth, orders, and use.

In following volumes the historical and personal parts will be merely supplementary to the preceding ones, and more room given to the other two. A bibliography of bibliographical and library publications is also planned.

The most interesting, perhaps, though as yet the most incomplete part of the yearbook, is the statistical. The Association of librarians adopted, in 1901, some regulations in regard to library statistics which, of course, are followed. These rules, and the skeleton scheme adopted, are published in this volume, and would repay a close study by librarians interested in statistical matters.

A. G. S. J.

While the literary treasures of many people will furnish material, the child must, above all, be made familiar with the literature of his own country, and be made to feel its kinship to himself.



### The Librarian as Bookmaker: A New Role

The advantages of "robbing Peter to pay Paul" are not always obvious; Peter usually gets left, and Paul is not very greatly benefited by the theft. This is specially so in the case of a library recently brought to our attention, in which the librarian was discovered enthusiastically, though misguided, pulling to pieces old periodicals in order to make them more useful by collecting all the articles of one kind, being unaware that Poole's invaluable Index to periodical literature had already done this better and more fully, without robbing Peter.

Destructive and constructive book making is usually to be found on race courses, not to be suspected as existent in an institution for the training of the race by courses! Yet here was devastation more destructive than any bookworm's, involving a destruction of useful matter and waste of valuable energy in doing something already better done, and, therefore, superfluous, for want of knowledge that should be to most librarians as a b c to a child.

Verily, as the preacher saith, Of making many books there is no end, though he did not, we think, contemplate amid the "literary deluge" the construction of matter from the destruction of other matter, all of which is likely to be valuable to someone at some time, as much of the live matter on timely topics is to be found in periodic literature.

If it is still possible for librarians to "sit in darkness" as to the necessary tools of their profession, does it not behoove us, as members of the A. L. A., to see to it that such instances cannot be repeated. Is it not possible for some publicity campaign to be inaugurated which will draw the attention of librarians and their natural administrators and guardians to the aids, guides, and handbooks, and other valuable matter indispensable to them in their work.

Are we, as librarians, doing enough

to make known the existing sources of information to novices, colleagues, and others facing problems similar to those which we have solved? Can we not, in "library institute" work, and in other ways, do something to make it impossible for those interested in library work not to know all about the necessary information and the existent sources of information? Is it not our duty to prevent such waste of labor and overcome "vis inertia," and if so, how can we best do it?

M. S. R. JAMES.

### A New Library Aid

It may be of interest to others to know that our library has begun to rent 125v. per month from the Tabard Inn library. So far the experiment has been satisfactory, and is a great economy of library work. By it we aim to accomplish three things: to supply the transient, but popular, fiction and books of other classes which we do not care to buy and shelve, but which is demanded; to furnish duplicates of our best books, and to serve as an opportunity for testing the value of certain books for our use. We have accomplished our purposes with them.

Within less than a year our patronage has more than doubled, and a petition is being circulated by users of the library asking that it be kept open an hour later in the evening, i. e., until 9 p. m.

GERTRUDE P. HUMPHREY, Lib'n.  
Lansing (Mich.) Public library.

A quarterly bibliography of books reviewed in leading American periodicals, on the Cumulative plan, has been issued, now in the third number, by the Index Publishing Co., of Bloomington, Ind. The work is prepared under direction of G. F. Danforth. It is arranged under author entry, followed by the title, name of publisher, price, name of periodical in which reviewed, page and volume number. This periodical is in a class by itself at present, and appeals to many readers.

## News from the Field

## East

Sarah D. Kellogg has been elected librarian of Clarke library, Northampton, Mass.

The Bridgeport (Conn.) Public library has instituted two series of free lectures, one for adults and one for children.

The Hartford (Conn.) Courant for Dec. 8, 1902, contains a very interesting and full description of the libraries of that city.

Harvard university library has recently received from the actor, John Drew, a gift consisting of a fine collection of theatrical history and biography left by the late Robert Lowe of London. This collection contains several hundred very rare books and pamphlets.

## Central Atlantic

W. W. Bishop has resigned at the Brooklyn technical institute and joined the library service in Princeton university.

Elizabeth D. Renninger, Pratt '96, has been appointed to select, organize, and catalog the public library of Bloomsburg, Pa.

The New York Public library has received a gift of \$10,000 from J. H. Schiff for the Semitic department. This is the second gift of \$10,000 Mr Schiff has given to this department.

Florence J. Heaton, a member of the senior class in the training class at the Carnegie library, Pittsburg, has been appointed children's librarian in the public library at Washington, D. C.

The first of the new Carnegie buildings of the New York Public library was opened with appropriate ceremonies December 13. Mr Carnegie was present and made a brief address. There are at present 14 branch libraries in New York, but the present plan in completion provides for 50 branches.

Frederick Saunders, who died in New York December 12, in his ninety-

ninth year, was the oldest librarian, in point of years, in the country. He went into the Astor library as an assistant at the suggestion of Washington Irving. In 1876 he became librarian and continued until 1893, when he was retired at his own request, though he was voted a salary during his lifetime.

## Central

Lida Romig has been appointed librarian of Abilene, Kan.

The Carnegie library of Marion, Ind., costing \$50,000v., was dedicated to public use December 1.

W. H. Brett of Cleveland is abroad for two months. Library visitation will form part of his tour.

Anna E. Weigand has been elected librarian at Wichita, Kan., to succeed Miss Gross, resigned.

Whitewater, Wis., has received a gift of \$17,000 for a public library building by the will of Flavia White.

Mary Thompson, of the Illinois library school, has been appointed chief librarian of the Wisconsin university library.

Oberlin college library has received a gift of 1000v. from the daughter of the late Prof. Thayer of Harvard divinity school.

The December Buying list of recent books, compiled by the Wisconsin library commission, is one of the good things which will help small libraries in choosing new books.

Mrs Marion Fowler of Palo Alto, Cal., has given the homestead of her parents in Ionia, Mich., to that city as a memorial library building, to be known as the Hall-Fowler library.

The Painesville (Ohio) Library league and their little friends gathered at the library on Saturday, December 13, to listen to a talk by W. O. Doolittle, on The woods and the birds in winter. Violin music was also provided and a delightful hour was spent.

Mrs Frances D. Jermain, for 20 years librarian of the public library at Toledo,

Ohio, has resigned her position, because of the increasing arduousness of the position. She will not entirely sever her connection with the library. Her successor has not yet been appointed.

The report of R. G. Thwaites, secretary of the Wisconsin Historical society, gives the increase in the library as 10,510 titles, making a total of 237,456 titles. Special card catalogs have been made of cuts and material for illustrations and of maps and portraits. The legislature will be asked to allow money for the building of a new stack room.

A plan for the establishment of more branches of the Warren (Ill.) county library in different parts of the county, has been approved by the board of directors. The Warren county library association will locate in the county, outside of Monmouth township, a traveling library of 100v. for circulation, wherever suitable provision is made for the care of books and \$30 per year is paid to the central Warren county library. This set of books can be exchanged for another set, from time to time, by those in charge bringing them to Monmouth. The above rule will proportionally apply to larger or smaller collections of books. A collection of 50v. will be placed with conditions similar to those above where \$15 per year is paid.

The fourth biennial report of the Free library commission of Wisconsin makes a creditable showing for the state in library progress. A number of public libraries have been founded; the traveling libraries have increased from 238 to 305; 24 new library buildings have been erected or provided for; greater advantages than ever before were offered in the summer school of 1902. Gifts from individuals for public library purposes in Wisconsin cities during the period covered in the report have aggregated \$806,000, of which \$467,000 came from Andrew Carnegie and \$225,000 from citizens of the state, while \$114,000 represents money voted

by municipalities for sites and building funds in addition to the annual appropriations.

#### West

Mrs Marie J. Gaston, for several years librarian of the public library, Deadwood, S. D., died December 5. Mrs J. S. Phelps was appointed librarian in her stead.

#### South

T. W. Hawkins has been elected state librarian of Missouri, to succeed Mrs Jennie Edwards, resigned.

The State university of Georgia at Athens has been allowed \$50,000 by the legislature for a library building.

The Texas Federation of women's clubs, in its meeting at Beaumont, November 17-19, gave one entire session to the discussion of the library question.

Mrs Lucile Baker, a writer on the Joplin Globe under the name of Becky Sharp, has been appointed librarian of the new Carnegie library at Joplin, Mo.

G. B. Moore, a business man of San Antonio, Tex., has given \$10,000, in trust, to be invested and the proceeds to be used for buying books for the new public library.

The public library of St Joseph, Mo., has a conscience fund. It was started recently by some unknown individual who felt the traditional pin pricks to the extent of giving up \$1.08. The money was in the form of stamps, nine 12-centers, and was accompanied only by a line, saying that the writer owed the sum to the library. Librarian Wright has no idea who sent it, or what it is for.

#### Foreign

Wm. Kay sr., for many years librarian at Windsor, Can., died December 12, aged 59 years.

**For Sale**—Wooden book-stacks, counters, desks, etc. Everything in first-class condition. Address, Free public library, Decatur, Ill.

## Books Received

Upton, G. P., *The standard light operas*. A. C. McClurg & Co.

A popular treatise, specially suited to the layman for the gist of the matter.

Cody, Sherwin. *The world's greatest short stories*. A. C. McClurg & Co.

This is a collection of 13 short stories, representing as many great authors, told in a fashion to illustrate the history of short story-writing by criticism and comment.

Wells, Carolyn. *The Pete and Polly stories*. A. C. McClurg & Co.

Hewett, G. M. A. *The open-air boy*. R. F. Fenno & Co., New York.

A story of things that a boy may do in having a good time in field, woods, and water. A good index is given—a praiseworthy fact.

Schierbrand, Wolf von. *Germany*. Doubleday, Page & Co., New York. \$2.40 net.

The world power, as it strikes one from the viewpoint of an American during a long residence in Germany.

Alderson, Barnard. *Andrew Carnegie; a character sketch of his life*. Doubleday, Page & Co., New York city. \$1.40 net.

Chase, Jessie Anderson. *Mayken. A child's story of the Netherlands in the sixteenth century*. A. C. McClurg & Co.

Van Tyne, C. H., Ph. D. *Letters of Daniel Webster*. McClure, Phillips & Co., New York. \$5 net.

Holbrook, Florence. *The book of nature myths*. Houghton, Mifflin & Co., Boston.  
One of the best story books of the day for children.

Carruth, Frances Weston. *Fictional rambles in and about Boston*. McClure, Phillips & Co., New York. \$2 net.

Murray, T. Douglas. *Jeanne D'Arc*. McClure, Phillips & Co., New York. \$5 net.  
Verbatim report of the proceedings in the trial of the Maid of Orleans.

Newcomb, Simon. *Astronomy for everybody*. McClure, Phillips & Co., New York. \$2 net.

Kingsland, Mrs. Burton. *The book of weddings*. Doubleday, Page & Co., New York. \$1.20 net.

Forms and conventionalities set out,

Hill, Janet McK. *Practical cooking and serving*. Doubleday, Page & Co., New York. \$2 net.

Dye, E. E. *The conquest*. A. C. McClurg & Co. \$1.50.

This is a quite worth while story, which serves to bring to notice the real story of Lewis and Clark in their expeditions to the Northwest. The author gathered the material of the story from authentic letters and journals still in possession of the Lewis and Clark families.

Blanchan, Nelbie. *How to attract the birds*. Doubleday, Page & Co., New York. \$1.35 net.  
Charming "talks about bird neighbors" bound to delight even the uninterested.

Stone, W., and Cram, W. E. *American animals; a popular guide to the mammals north of Mexico*. Doubleday, Page & Co., New York. \$3 net.

*Calendar; a well-chosen collection of gems for every day in the year from famous writers.*

Compiled by a committee of the First Congregational church of Aurora, Ill.

I think other librarians will find the calendar compiled by the First Congregational church of Aurora, Ill., as useful as an interest rouser as I am doing. I make it a book, so to speak, on which I hang each week's efforts at "culturing" my public; for example, this week is Milton week in the calendar, so I have Milton books, and pictures, and bulletins in evidence. The calendars are 50 cents, and may be obtained from Nellie M. Staudt, 185 Fox street, Aurora, Ill.—*Helen L. Coffin*.

Wells, P. P. *Supplement, 1900-1901; Literature of American history*. Houghton, Mifflin & Co., Boston, for the A. L. A. \$1 net.

Dugmore, A. Radclyffe. *Nature and the camera. How to photograph live birds and their nests; animals, wild and tame; reptiles, insects; fish and other aquatic forms; flowers, trees and fungi*. Doubleday, Page & Co. New York city. \$1.35 net.

Bangs, John Kendrick. *Mollie and the unwise man*. Henry T. Coates & Co. Philadelphia.

Beautifully illustrated by Albert Levering and Clare Victor Dwiggin. The pictures equal, if not surpass, the story.

Coates, Ella Mary. *Four little Indians*. Henry T. Coates & Co. Philadelphia. 80 cents net.

The term Indians as used in this story does not mean the original Americans. It is the title given to children who played the part.

National Educational Association, *Journal of Proceedings and addresses of the forty-first annual meeting, held at Minneapolis, Minn., July 7-11, 1902*.

Libraries should have these volumes for reference for teachers. They may be had for \$2 by addressing the secretary, Irwin Shepherd, Winona, Minn.

When so much adverse criticism is offered in these days on the book publishers for the tone of books which they send out, it may not be out of place to call attention to those things which come under notice that are really worthy of commendation. This will include a recent catalog of books published by Doubleday, Page & Co., New York. It is a small volume, a pocket edition, well printed on good paper, arranged alphabetically by author with a title index. Short publishers' notices, attractively set out with initial letters, call attention to what are mostly good books.



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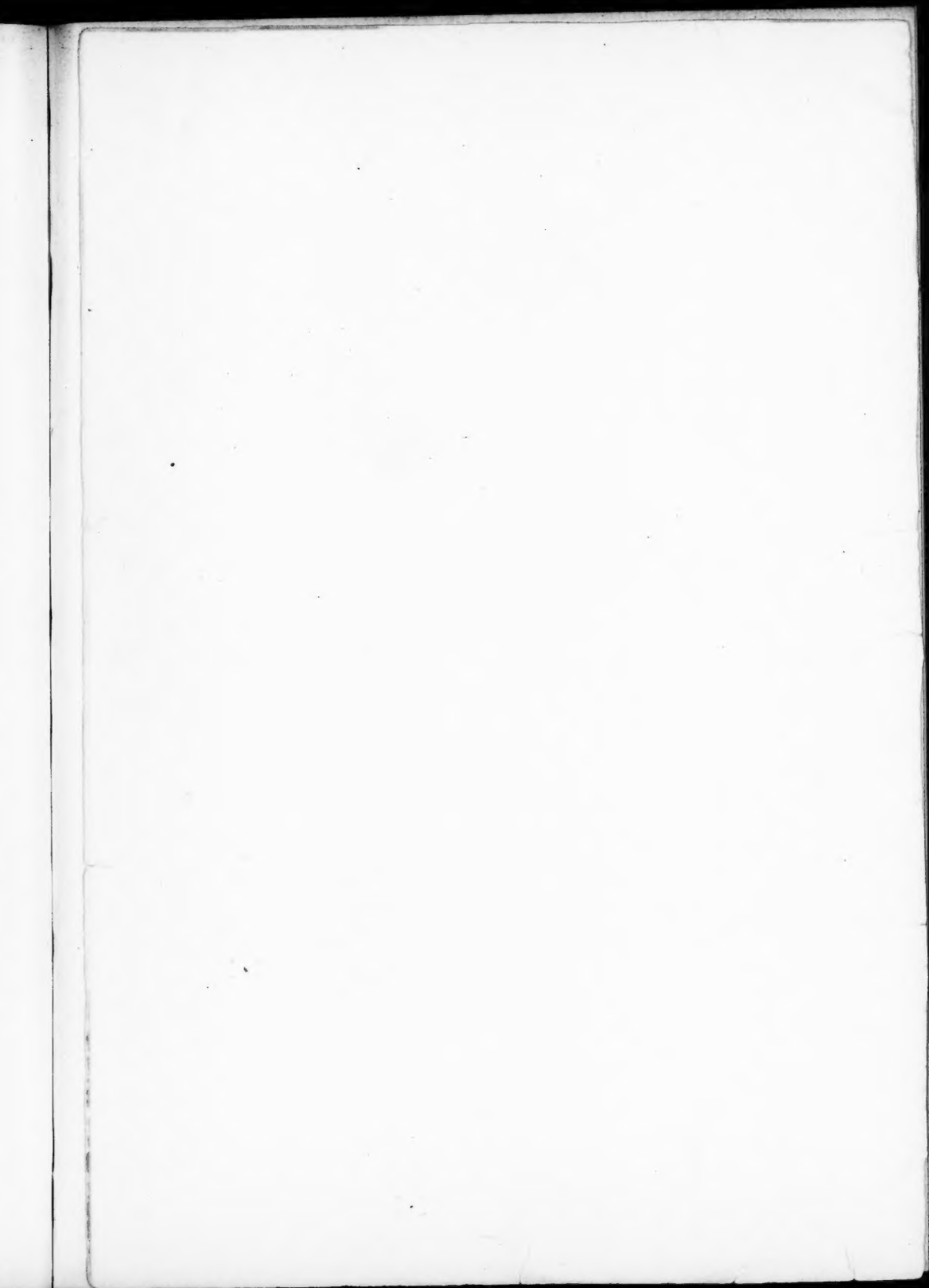
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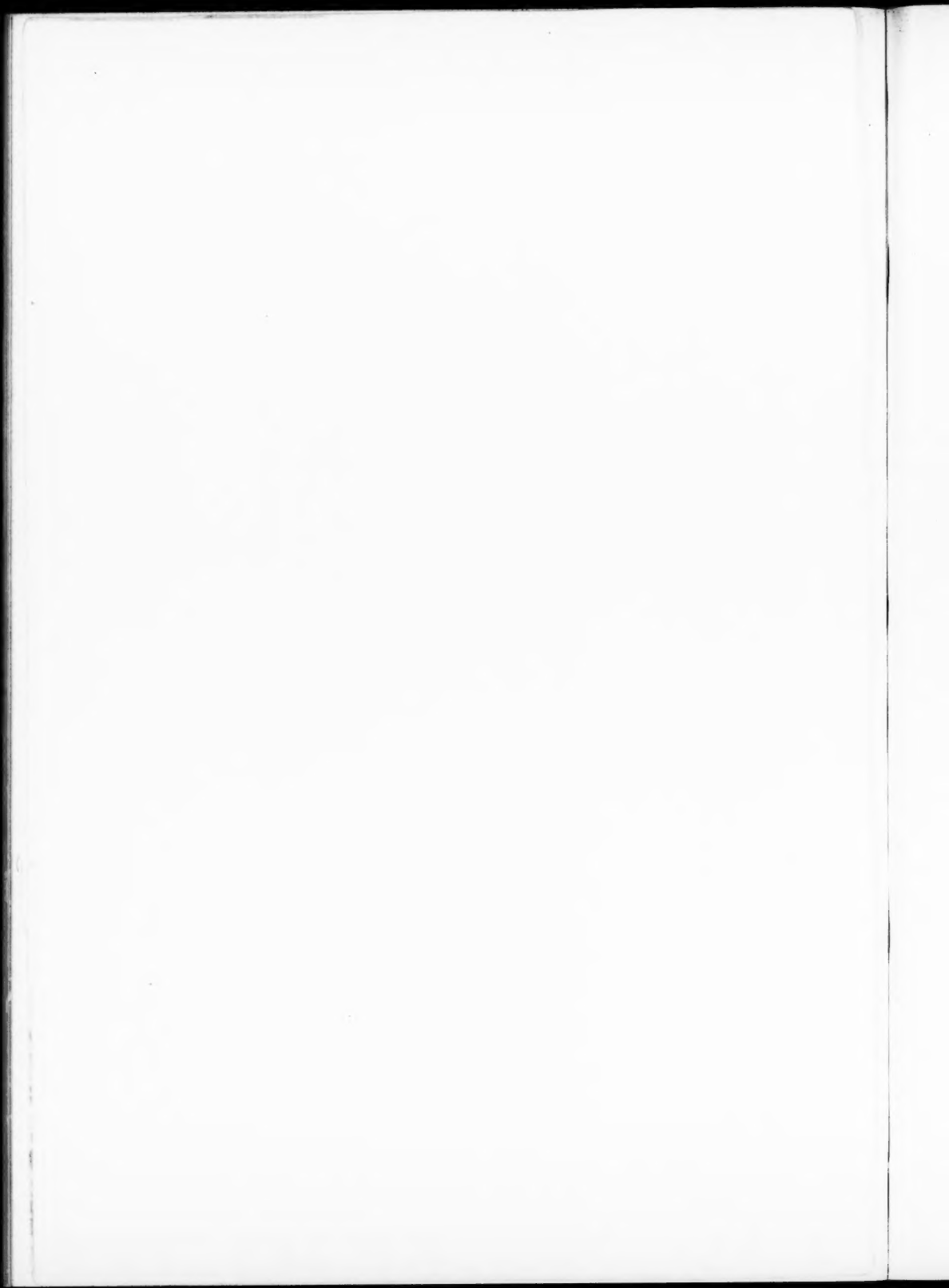
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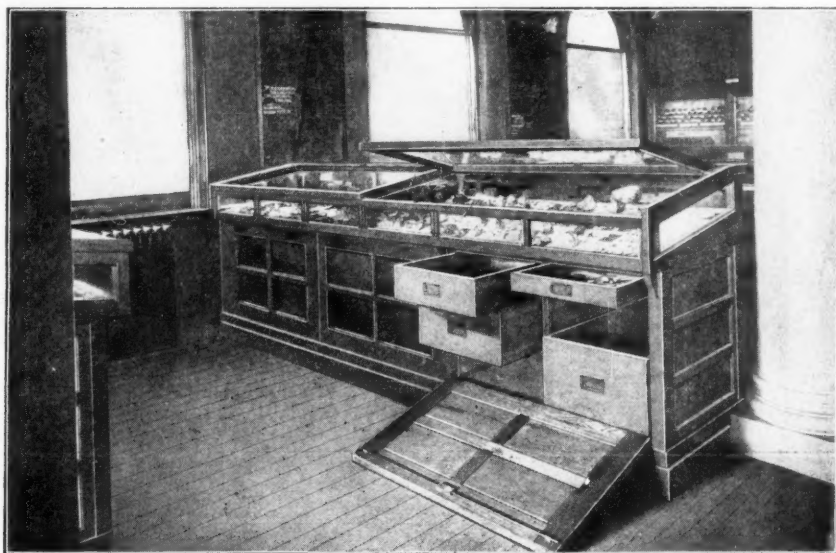
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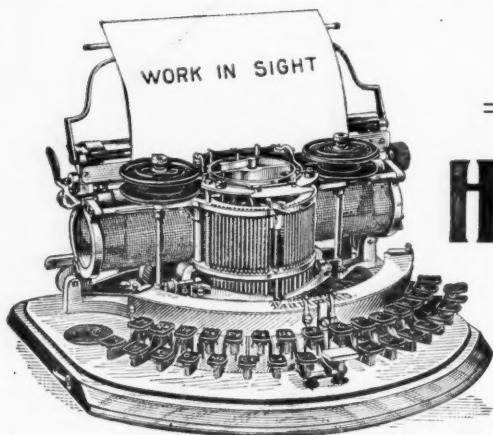
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